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ABSTRACT

A study was conducted to evaluate the writing component of the Catonsville (Maryland) Community College Advancement Studies Program (ASP), a comprehensive plan of three core courses for developmental students. The study's nine hypotheses focused on general improvement of ASP student writing abilities, the specific areas of such improvement, and the effects of reading ability on ASP/non-ASP student writing abilities. Both experimental (ASP) and control groups of students completed pretest and posttest writing assignments during one semester. Each group was evaluated for total writing skills, quality of ideas, development of ideas, and writing style. The results led to the rejection of all nine hypotheses. Supporting data indicated that the ASP students mastered basic grammatical skills and mechanics but did not show significant improvement in their abilities to organize, develop, and stylistically present their ideas in writing. Based on these findings, three recommendations were made: to expand ASP instruction to a full year; to develop specific mastery learning criteria for each ASP course; and to examine the writing components of other developmental programs, especially those that used student writing samples in evaluation. (Author/RL)

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AN EVALUATION OF THE EFFECTIVENESS OF THE WRITING COMPONENT IN A FRESHMAN REMEDIAL PROGRAM AT A COMMUNITY COLLEGE

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A Dissertation Submitted Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

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Dedication

To my most loving and lovable
wife, Eugenie Anne
and
to our greatest treasures
Aliceann and George II

ACKNOWLEDGEMENTS

A dissertation that involved the evaluation of a program of study owes its success to a number of friends and colleagues. The faculty and staff of ASP, as well as those members of CCC's English Division who volunteered their time and effort have earned my continued esteem and gratitude. A debt of thanks is also owed to the college's Administration, in particular to Dr. Barringer, Dr. Opacinch and Claudia Chiese.

Walden University's program supported by its capable staff and faculty also deserve much credit for allowing this student the opportunity to pursue one of his life's major goals. Without the existence of such an outstanding group of scholars and administrators, the attainment of this goal would have been impossible.

If there is one individual who deserves the greatest share of the credit for the successful completion of this study as well as the major inspiration for achieving excellence in my career of teaching, that person must be my major advisor, Dr. Leonard Woolf. He is indeed a teacher's teacher. I will be forever appreciative for his wise guidance, his high standard of scholarship and his deep concern for this student's welfare.

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II

CHAPTER I

INTRODUCTION

A Serious Problem

"Everyone should be able to write in a manner that communicates clearly. The downward trend in the writing performances of the 13-year-olds and the 17-year-olds must be reversed" (48:19). Roy H. Forbes, director of the National Assessment of Educational Programs made this statement to Breshor about a report that assessed the writing skills of secondary educational students in 1974. Sheils, in the December 8, 1975 issue of Newsweek, declared that "The United States education system is spawning a generation of illiterates" (75:58). Other recent articles with titles such as "Great American Writing Crisis," "Remedial Therapy for the Lost Art of Writing," "College Freshman Can't Write," and many others dealing with similar topics attest to the powerful feeling that today the state of writing among college students is inadequate.

An anecdote cited by Leonard in his Look article "Why Johnny Can't Write" clearly points up the significance of the skill of writing for members of any civilized society.

The ancient Chinese philosopher Confucius once was asked what he would do first if he were left to administer a country

> It would certainly be to correct language, he replied. His listeners were surprised. 'Surely,' they said, 'this has nothing to do with the matter. Why should language be correct?'

> The master's answer was:'If language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone; if morals and arts deteriorate, justice will go astray; if justice goes astray, the people will stand about in helpless confusion. Hence there must be no arbitrariness in what is said. This matters above everything (61:111).

That accuracy in communication, a major factor in the skill of writing, will always demand a high priority in any educational system seems a certainity. Yet the decline in the writing abilities of students in this nation appears to be worsening. Indeed, in the same Look article, Leonard stated "Writing is the disgrace of American education. Millions of our boys and girls are graduating from high school and--thousands from college--unable to write 500 words on a single subject (61:103).

There have been those who have refuted the extreme exaggeration of the claims made by the "media", of the decline in writing but even those refuters recognized that writing among students of the current and previous generations was and remains weak. Elgin in her article, "Why Newsweek Can't Tell Us Why Johnny Can't Write," admitted that the quality of student writing when measured against what is called "Standard English" was far lower than it was a generation ago.(58:30). Lloyd-Jones in his article "Is There a Crisis in Writing Skills?" likewise recognized the deplorable condition of student writing today when he wrote, "the problems surrounding the teaching of writing in our schools existed long before the current media blitz about the decline in student writing (62: 69). There exists little doubt that the need for improving the writing skills of college students is felt to be real on most college campuses.

This need is felt particularly on community college campuses where the "open admission" policy has been in effect for years. Because of this policy, community colleges have spent a great deal of time, effort and money on a particular group of students generally termed "developmental." These are the students who lack adequate skills in reading and writing. The close relationship between reading and writing has caused many colleges, particularly "open admission" colleges to provide remedial courses in these two subject areas, and college faculties have expressed the feeling that the traditional freshmen composition courses have limited value for these kinds of students.

Indeed, Shaughnessy in her article "Some Needed Research" focused upon this problem of freshmen composition for the remedial or "developmental" student. She pointed out that because today's college students have not evolved as writers in a long social process, they are now dependent upon their college composition teacher. She felt that a number of questions needed answering as the influence of the freshmen composition course became greater. The questions she raised dealt with the need to inquire about those factors that delayed the development of certain writing skills as well as the need to determine those subskills that students had previously absorbed which now must be developed "through direct and systematic instruction at the freshman level . . ." (74:318). Finally, she stated that there is a need to know "what goes on and what should go on in a composition classroom" (74:319).

In their attempts to help students achieve effectiveness in writing, many community colleges have set up programs to meet the needs of the developmental students by allowing members of their faculties to concentrate much of their efforts on improving the writing and reading abilities of these students. How well these programs have fared should indicate what specific progress teachers of composition will eventually make in this area of developmental instruction.

Background and Need for the Advancement Studies Program

The staff of Catonsville Community College (CCC) realized that as the nature of its student body changed, so must the nature of its offerings change. The school, a typical community college, was started in 1958 to serve a large portion of the county that surrounded Baltimore City. As a result of the exodus from the city during the 60's and 70's the population of the county and the college expanded. Like so many community colleges throughout the nation, the student population grew very rapidly until today the college's population as reported by the Office of Institutional Research (OIR) in the fall, 1978, consisted of approximately 10,000 students. Seventy-six percent of this number were part time students while twenty-four percent were full time students.

Forty-three percent of the students were over age 25, while those 21 or under represented forty-seven percent of the students. Seventeen percent of the students represented ethnic minorities with the Black enrollment forming fifteen percent of that number.

Besides a population and ethnic profile, the report included a description of the students' academic backgrounds. Because the college had only recently required the SAT or the ACT test of its students, the assessments of those scores were based solely on the new first-time students who entered the fall of 1978. Compared to other community college students, Catonsville's students scored slightly below the national average on these tests except for a higher ACT Social Studies score. Another indicator of the academic profile of this college's students was provided by the students' high school QPA index. Thirty-four percent of the students earned a QPA of 1.99 or less, and twenty-five percent earned a QPA between 2.0 and 2.49. The remaining forty-one percent earned a QPA higher than 2.5.

While fifty-nine percent of the student population earned 2.4 or less high school QPA, fifty-five percent seemed willing to concentrate their efforts solely to their education since they were not employed. However, forty-five percent were employed and out of that number twenty-five percent worked more than forty hours a week. This profile reflected a group of students with varied interests as well as one in which a large portion, more than thirty-four percent, might not have been capable of succeeding in the traditional college curriculum. A high school QPA of less than 2.0 hardly would have qualified any student for most conventional college programs, unless some "remedial" or "developmental" programs were made available so that the student could be prepared to meet the demands of college study.

This profile had been developing over the last four or five years. To a concerned faculty it was one requiring that special programs be developed in order to meet the academic needs of many of these less prepared students.

The Beginning of the Advancement Studies Program

In September, 1975, therefore, six staff members of the college initiated a program that was called the Advancement Studies Program (ASP). Its principal purpose was to cluster a core of courses that would help students who were not academically prepared to cope with the reading and writing activities expected of a college student. The cluster consisted of a specially organized freshman composition course that had been in existence for several years, (English 100), a combined study skill and reading improvement course (CLS 111), along with a newly developed course known as Human Potential 101, which was designed to help the students recognize their life goals. Forty students were selected on the basis of their high school grades and/or their SAT or ACT scores.

Then as now, the program was designed with a specific learning model in mind. Essentially, the instructors agreed with the tenets put forth by Roueche and Mink who in a three year study produced enough evidence to suggest that students who enter community college with a variety of academic deficiencies accumulated through years of educationally frustrating experiences might well succeed in their new academic endeavor provided that the following conditions were met:

(1) the systemic design of the total learning environment,
(2) the provision for multiple levels of entry into carefully ordered instructional sequences,
(3) staff involvement--personally and professionally, and
(4) an openness to approaching specific problems (grades, dropouts) on generalized levels (locus of control) (12:28).

Furthermore, the ideas gained from Glasser's *Reality Therapy* were also employed by Catonsville's ASP faculty because they fit in with the ideas of the faculty and were also those that were endorsed by Roueche. Both the Roueche/Mink and the Glasser approaches are behavior oriented. The four requirements stated in the previous paragraph clearly indicated the behavorial basis of the Roueche/Mink model, and Glasser's concepts which were particularly well presented in *Schools Without Failure*. In the text Glasser stated that students must be taught to make commitments. He stated that the student's making the committment is the keystone of reality therapy

> . . . *when a child makes a value judgement and a commitment to change his behavior, no excuse is acceptable for not following through*. This is discipline . . . Although with discipline the child suffers the painful consequences of his misbehavior, no attempt is made to cause excess pain or be punitive . . . discipline is rarely arbitrary; it asks only that a student evaluate his behavior and comit himself to a better course . . . *Teachers who care accept no* excuses (21:23).

These standards seemed meaningful to the ASP staff. While total compliance with the standards to these models was not possible, the ASP faculty aimed to abide by the intention of these recommendations.

Because of these beliefs, the ASP staff readily saw the value of including the Human Potential course (HP 101) in the program. It believed that an effective learning program, particularly for the high risk student could use the reinforcement of a course that would stress the development of favorable behavioral patterns. Since counselors would be teaching these sections, their skills would be an asset to the program. Again Mink's approach coincided with the decision of including HP 101 as noted in the following quote from an article he and Mainord wrote titled "Behavorial Counseling and the Total Educational Environment:"

> If it is accepted that there is a high correlation between a lack of educational background and a lack of social skills, there is then a logical justification for including counseling as an integral part of a total educational environment (28:97).

With such ideas and with such a core of courses, six faculty members two of whom were counselors began the Advancement Studies Program.

Further Development of the Advancement Studies Program

Later during the fall and spring semesters of 1976 and 1977, a special committee was established by the president of the college to determine what should be done to alleviate the basic academic problem experienced by the developmental students who had not met with much success at the college. This committee, the Developmental Education Facilitation Team (DEFT) studied various concepts that might help solve these problems. Its scope also extended to any level of student that it felt was not being reached by the programs that were being offered by the college to its students. After a year's study, the committee recommended that the college expand the existing ASP concept and establish an English Writing Laboratory that should be staffed with college educated aides who assisted students (student aides).

Accordingly in the fall of 1977, a new ASP package was introduced. Essentially, the concept was kept intact. There was the core package of courses: English 100, CLS 111, and HP 101. In addition a fundamental math course (Math 001) was included in the basic subjects, and certain sections from other divisions were included in the program. The idea of bringing in other divisions with their introductory courses was to make them aware of the special effort that was being made to improve these students' basic communications skills so that in their courses the divisions might assist in encouraging the students and reinforcing the skills they were gaining from the core of the ASP probram courses.

This concept was discussed by Schiavone in a recent article entitled "Persistent Problems in College Remediation." In the section discussing the difficulty of organizing and administrating the remedial effort, he noted that some colleges prefer to place the remedial student in a college skills program that were generally separate and apart from the regular college-level credit-bearing courses. As a result of these conditions, the students frequently felt that they were not in college and they they must prove their ability before they would be admitted. Attrition rates in this type of program were frequently high. To eliminate this difficulty, Schiavone suggested that a program might offer a combination of credit courses along with the college skills development classes. He also discussed the type of program in which there existed a "Department of Developmental Skills" or some similar division (71:494).

Catonsville Community College had such a division known as the College Skills Center which had previously functioned as a separate division outside the "normal" academic divisions. It alone provided "remedial" services for the college's students. For the ASP experiment this division agreed to an organization that included what Schiavone had termed the concept of "intergrated remediation." If any term can sum up the type of program present at Catonsville Community College, this term is most appropriate. Each division had been asked to make its contribution to the Advancement Program. Not all have complied, but the program is only in its second year; so, many divisions may have a "wait and see" attitude. Nonetheless, there has been an effort to involve the entire campus in the workings of this experimental effort.

From a pilot devised for forty developmental students to a major commitment of well over two hundred students, the new ASP appeared a major step forward to meet the needs of the developmental students. A special orientation was planned and weekly team and monthly staff meetings were scheduled to make this new experimental program succeed. Because ASP was and is an experimental program, DEPT required that an evaluation be made during its first year of existence on such a large scale.

The Results of the Linkz Report

In June of 1978 this evaluation was made available. This report served to give the ASP faculty some idea of immediate problems that would have to be worked out to make the program a success; and since this study was made to review the efficacy of the total ASP package in its first year operation, the research team used methods to identify some general findings that would lead to immediate improvements. The team admitted that its treatment was "personal" as it used subjective information from the participants in the program.

Instead of using any pre or post testing instruments, the study used matched groups of students (determined by their high school grade point averages and their ACT's scores) who were assessed by comparing the grades students earned in all the courses they completed during the first semester. The writers of the Linkz report acknowledged the shortcomings of using students' grades as an indicator of their academic success because these grades were given by many different faculty members under differing circumstances.

Despite these limitations the report listed the following conclusions:

1. The ASP facilities were most satisfactory.
2. The ASP faculty was very helpful to students.
3. The retention rate within the ASP group was significantly higher than that of similar students found in the control group. However, when the students were compared with their persistence to remain enrolled in their college studies beyond the first semester, there were few differences found.
4. The process used to determine who should become members of ASP was not very effective as students who really needed the program were not included while those who did not need the program were admitted.
5. The English Writing Laboratory was not used to any significant extent.
6. Further study of the program as it developed was recommended.

Also, while the study was important in the evaluation of the overall effectiveness of the Advancement Study Program, it did not assess one of the program's major aims--the improvement of student writing skills.

The present study intended to continue the evaluation of ASP by focusing on its writing component. More specifically three major questions that were focused upon were as follows:

1. Did ASP succeed in improving its students' writing abilities?
2. To what extent did their writing show improvement as compared with similar non-ASP writing students?
3. To what degree did the reading abilities of ASP and non-ASP students affect their writing abilities?

Purpose

This study, then, was an effort to determine whether the ASP had succeeded in undoing part of what Leonard called "the disgrace of American education." To do so the following purposes were proposed:

1. Unlike previous studies where researchers evaluated the mechanical or grammatical skills gained by students, this study would evaluate the broader elements of writing, the writers' organizational skills and development of ideas and other similar concepts.
2. While accenting the writing skills gained by students, the study would attempt to determine what effect, if any, a reading skills component would have on the students' writing abilities.
3. Indirectly, the success or the failure of the program in its writing aspects might well indicate whether Catonsville Community College's version of the Roueche/Mink model had merit and was worthy of being adopted by other community colleges with similar student populations.

Definition of Terms

The following definitions helped to delimit and establish the framework of reference for this study. While some of them have been discussed or will be discussed in greater detail elsewhere in other chapters, the listing is meant to provide statements of the major ideas that are meant to be conveyed by these terms as they were used in this investigation. Their order of appearance has no significance.

Developmental Education Facilitating Team (DEFT)	A select committee appointed in September, 1977, by President Barringer of Catonsville Community College to establish a workable college-wide plan to meet the needs of incoming students who were not sufficiently prepared to meet the demands of academic requirements successfully.
Advancement Studies Program (ASP)	Initially a pilot program consisting of three courses, English 100, CLS 111 and Human

Advancement Studies Program (definition con't.)	Potential 101. In 1977, at the charge of the DEFT committee, the pilot program was enlarged to include other subject areas and to include more students while keeping the basic core subjects already listed.
CLS 111	A reading and study skills course offered to students who recognize the fact that they need to develop habits that will lead them to more academic achievement. This three credit course covers such topics as note-taking, outlining, vocabulary development and efficient reading techniques.
English 100	A five-hour, three-credit freshman composition course designed to help students with weak writing backgrounds. Much individual attention is given to students in this course because of the extra two hours provided for this traditionally based three hour course. Also it provides an option for those students who cannot complete the requirements of the traditional composition course (English 101) of receiving an "S" grade which allows them to enter English 101 rather than repeat English 100.
Student Aides	To assist the ASP faculty in the instruction of the fundamentals of language skills, eight college graduates were hired. In addition to being assigned to specific ASP instructors these aides were responsible for providing the services offered by the English Writing Lab.
Experimental Group	Fifty-four students who comprised four intact class groups, each taught by four different teachers were the sample drawn from ASP. Originally sixty-

Experimental Group (definition con't.)	seven were numbered in this sample, but thirteen were lost due to attrition.
Control Group	Forty-eight students who were part of four intact class groups, taught by four different instructors were the sample drawn from non-ASP English 100 sections. Originally seventy were numbered in this sample but twenty-two were lost due to attrition.
Human Potential 101	A one credit course designed to help the students recognize their own personal worth through helping them set objectives and develop personal patterns that will allow them to achieve those objectives.
Comparative Group Placement Tests (ETS/CGP).	These Educational Testing Service tests, approved and accepted by many colleges, aid in determining students' abilities in arithmatic, reading and writing. They are relatively short tests that can be given to groups or individually. Self-scoring answer sheets are provided for the convenience of its users.
Diederich Writing Scale (Educational Testing Service/ Composition Evaluation Scale)	This scale provides a means of achieving a standardized evaluation of student writing. It translates the qualities of writing into three major sections--content and organization 50%, aspects of style 30% and mechanics 20%. Altogether eight areas of writing are covered including such items as spelling and handwriting.
Developmental Students	At CCC these students are identified as those who graduated with a QPA of 1.99 or less and/or who failed to obtain a raw score of 15 or above out of 26 items on the Comparative Group Placement Test (ETS/CGP) reading test, a raw score of 15 or more on part II of the written expression test and a raw score of 20 or more on the ETS/CGP mathematics test. For this study, any student who

Developmental Students (definition con't.)	registered for an English 100 course was classified as a developmental student.

Summary

Chapter I indicated the need for improving the writing of many college students, most especially of developmental students on the community college level. It described the present workings of the Advancement Studies Program (ASP) and presented the results of the first year study of ASP, the Linkz report, which indicated the need for further evaluation of the program.

The following three major questions concerning ASP's effectiveness were identified as constituting the central purpose of this investigation:

1. Did ASP succeed in improving its students' writing abilities?
2. To what extent did their writing show improvement as compared with similar non-ASP writing students?
3. To what degree did the reading abilities of ASP and non-ASP students affect their writing abilities?

Chapter II surveyed the literature pertaining to the problems to seek further clarification of its ramifications and to help establish a framework for additional research in the area.

CHAPTER II

REVIEW OF LITERATURE

In Against All Odds, More reported that junior colleges in 1970 were still struggling with the challenge offered by their "open-door" policy. He reasoned that as the number of able students seeking admission to the two-year colleges increased so would the number of academically high risk students increase. More importantly, he recognized that:

> Since both the marginal and the able student are petitioning with equal vigor for a share of education's rewards, college people will not be able to postpone action. It would appear that the community college will have to substantiate and support the need for providing a quality education for the high risk student with the same enthusiasm and priority as it does for the capable student--more so (30:19-20).

However, in many sections throughout his writing, he revealed that there was a general disregard, if not actual antipathy, toward the high risk student.

> The natural sympathies for students who are slow, parental opinions, concern about what the next instructor will think, and pride in their skill as teachers are pressures which do not appear particularly threatening to teachers in higher education.
>
> There are steps that have been taken to understand the underachiever. The correllates of academic performances have been isolated. Techniques have been devised for improving the poor performance of slow students. Commitment has been voiced. And the presence of the high risk student is a firm educational reality. Yet, the arbitrary assertions and assumptions made about the student who needs help in basic skills preempt the attempt to ameliorate the problem (30:22).

His assessment of the teachers, the administrators, the counselors and the curriculum was indicative of the many problems that existed then and which still linger on. Likewise his prospective was a negative one, for he believed that educators were not equal to the task involved in meeting the educational needs of the high risk student. Yet Moore, as an Assistant Dean of Forest Park Community College in St. Louis,did much to develop a General Studies Program that was eventually looked upon as a model program for slower learners by representatives of 307 community colleges who had visited Forest Park Community College to learn how to set up a basic studies program for disadvantaged students. In addition, many reports, articles and several dissertations were to emanate from this Danford Foundation project. However, Moore concluded that these efforts were minimal regarding the successes that were recorded in terms of students gaining an A.A. degree or in terms of the number of institutions whose programs are successfully educating these developmental students.

This review will present the literature that indicated the varying degree of success and failure in programs and/or approaches that were devised to help the developmental students learn to improve their basic communication skills, in particular, the skill of academic writing. It will begin with a summary of those theories that seem to offer the most sound and appropriate means for teaching the slower learner effectively and will later attempt to indicate that the approaches and the techniques used were positive attempts to add other prospectives of what must be done to provide successful teaching and learning experiences for developmental student writers.

Theories on Helping the Slow Learner

The Implications of the Roueche/Mink Three Year Study (1973-1976)

The selection of the Roueche/Mink model as the structural basis for the Advancement Studies Program was based upon the realization that their model offered a seemingly adaptable format that offered positive results. Some adherents to the Roueche method seem to overestimate the value of their approach. For instance the ERIC report written by Clark entitled "Developmental Education in Higher Education Advanced Institutional Development Program Two-Year College Consortium" concluded with an evaluation of the three-year (1973-1976) Roueche/Mink study in the following fashion:

> Oscar Mink and John Roueche have been looking at the impact of individualized instruction and innovation counseling on student motivation. They have found that both strategies positively affect students' perceptions of themselves and of their abilities to succeed. What has also been found is that it is practically impossible to isolate any single variable (such as the writing of learning objectives) as it relates to the overall outcome of increased student persistence and better achievement. Students react to these behaviors as evidence that teachers really care--that is that the teacher is doing things to help students learn. Each of us can take the initiative with our students in communicating to them that we care about them. Our behavior speaks louder than our words (12:32).

Clark then referred to a visit to the Santa Fe Community College's innovational Developmental Studies program that boasted a 90% retention, partially because teachers and peer counselors actually visited students to express their concern about the student's first absence. Perhaps Roueche would approve of such practices to gain the student's trust, but he would be more realistically certain that many programs would not follow such a radical course of action. Such extremes make the most tolerant and most optimistic members of the teaching profession skeptical of such approaches. The same author reported in another section of the same report entitled "Putting It All Together" the following:

> This writer is convinced that we are still doing ridiculous things to students, that we are not willing to abandon our content orientation and the syndrome that the teacher is the most important person in the classroom--even in an effort to help students become involved in the succeeding college.
>
> What is significant, however, is that a few colleges are really doing an outstanding job with our most difficult client. The models are there and the technology is available to help students to succeed and to be successful. The real question is, 'Do we want to really do anything about it?' If so, all we have to do is to decide that we are going to design and implement effective programs across the country (12:33).

Several claims made in this conclusion need verification. Further on in this chapter programs that sought innovation and employed the available technology reported little if any significant gains. Others that reported gains used models other than the specific one referred to in the above report. Such emotive reporting may distort rather than clarify this learning model.

Bloom's and Carroll's Mastery Learning Theory

Despite the claims of these over-zealous followers of

Roueche; the model espoused by him and tested by Mink in the three-year study did provide thorough analysis to prove that this approach does have substance. The individualized instruction component of this approach relied heavily upon the ideas and theories advanced by Bloom and Carroll, generally referred to as the "Mastery Learning" technique. Essentially the theory relied on a criterion reference testing rather than on a norm reference testing. The following table composed by Herrscher (1973) made the distinction between these terms clear.

Norm Reference Approach	Criterion Reference Approach
Testing finds students' level of performance with others.	Testing ascertains student's performance with respect to an established criterion.
Normal curve serves to sort students.	Mastery of objectives is the basis for grading, with instruction adapted to individual learning rates.
Aptitude is viewed as the capacity for learning.	Aptitude is viewed as the time required to master objectives.
Testing assesses individual students.	Testing assesses teaching(39:19).

Using the criterion reference approach should provide assurance that each student is truly learning what he needs to know before advancing to the next level of mastery. Personalized individual learning packages and programs form the basis of delivery for this method in instruction. This system encourages teachers to become facilitators of learning rather than the sole source of learning.

Use Of Innovative Counseling

In addition to having the experimental sections taught by personalized instruction of their 1200 subjects, Roueche and Mink also had the experimental students counseled by the counselors whom they trained in the use of reality therapy. As described in Chapter I, this technique differed radically from the traditional type of counseling presently in vogue. The researchers admitted that they had difficulties training counselors in reality therapy and were only certain that it was being practiced effectively in those programs where students who were taking the developmental courses were also registered for the human potential course (40:136).

Problems And Limitations Of Rouche/Mink Three-Year Study

Roueche recognized other flaws that a large and lengthy study such as this one must encounter. For instance, their subjects were restricted solely from a limited geographic area in the Texas area. Furthermore, he recognized that the number of different teachers and counselors who were involved was a definite threat. The differing climates each of their schools possessed must have had their unsettling effects upon the findings that were reported. Another weakness was the fact that students were not selected nor assigned to the traditional or experimental cells; rather, they attended the schools mostly by the fact of their geographic residence. Then, too, not all the subjects took the same number of developmental courses nor did all the cells receive counseling. More importantly, not all of the students received the same quality of individualized instruction. Indeed, the manner by which the schools were determined to be in the experimental cells or the traditional cells depended upon the teachers' answering a check list of items regarding their teaching practices. Later these results were confirmed by a member of the investigation team who acted as an objective observer. A score of 50% or above was deemed sufficient to qualify for the experimental cells (schools giving individualized instruction) as the check list indicated procedures that were indicative of the qualities expected of an individualized instruction. These and other flaws were the hazards of conducting such an ambitious and encompassing study. Nonetheless, Roueche believed that there were reasons to contend that the outcomes of the study were valid as he reported the following in the report's limitation section:

> Given the above (list of limitations), it is obvious that the investigators feel a little uncertain "cleanliness" of their data and just how comparable these data were. It should be noted that correlation matrices on all variables were completed, correlational relationships were studied carefully and we did analyze the variation of the pre-test data and ran a number of separate analysis to establish the final quality and dependability of the data analysis . . . Still those of us that have been involved with the study . . . have a feeling of confidence in the trends observed in our data and believe that . . . the original hypotheses are correct (40:139-40).

Assessment Of Roueche/Mink Study

While recognizing these shortcoming, Roueche and Mink reported some interesting developments as the result of their study. One major finding, significant to this present study, was their realization that, in the short run, the traditional cells of their study group increased their locus of control from an external source more so than did those who were in the experimental cells. The researchers explained this pehnomenon

> . . . what this means for our purpose is that unfortunately from the pre-test to the first post test (only a period of four months) was not enough time for the instructional and counseling strategies to have had a significant effect on the students (40:159).

The principal traits that distinguish an internal locus of control from an external locus of control were clarified in the following quote from Christner

> . . . internals have a higher self-concept and are generally better adjusted, more independent, more achieving, more realistic, more open to new learning, more creative, more flexible and more self reliant etc. Externals are more anxious, more hostile, more suicide prone, less achieving, have more psychopathology, are more frustrated, less realistic, more dependent and helpless, less open to new learning, less trusting, less flexible etc. (40:6-7).

Roueche explained the unexpected delay-change outcome by claiming that because the traditional setting was more what the students expected while the experimental setting was not. Students in the traditional cells felt more comfortable and secure while those in the treatment cells were unaccustomed to the individualized instruction and reality therapy counseling techniques (40:16). The second post test substantiated this explanation as the group means indicated that students who received both individualized instruction and counseling for internality were much more likely to have increased in internality or not have increased as much as externality as did groups who did not receive these treatments (40:155).

A significant finding from this research therefore was that it appeared to indicate that two semesters of this treatment would be required to achieve the results that Roueche and Mink claim can be made:

> This study has demonstrated at least in part that the community college can avoid the accusation of creating a negative cooling-out effect for the high risk student. In fact the data suggest it is possible to provide the kind of instruction, counseling and general climatic support to help people with histories of failure to succeed in modern community colleges (40:232).

Other Studies That Support Rouche/Mink Findings

The Roueche/Mink study was one effort to determine if the claim that a personal-social development program did in fact affect the students' academic needs. According to Church's study a large portion of colleges throughout the country were providing these programs to their students, yet few were making any attempt to evaluate their effectiveness. As a matter of fact he concluded his study with the recommendation that:

> Personal social development should be measured to determine whether or not these programs are enhancing the academic achievement and adjustment of the disadvantaged students. This study provides background information from existing programs to identify the essential component of personal-social development programs. Now evaluation of the effectiveness of this component seems necessary in order to justify the existence and expansion of these programs (11:iv).

Although this recommendation was made before the Roueche/Mink study was completed, the suggestion seemed valid since as of now few programs have reported or published any evaluative findings about their programs for the developmental student. One evaluation that was made concerned full time students attending day classes in four Texas community college developmental education programs by Watts under the supervision of Roueche (1976). This dissertation study used a 2x2 factorial design in which the two independent variables were reality therapy and individualized instruction. These were the same variables used by Roueche and Mink in their three-year study. Watts also used the Norwick-Strickland Internal-External Scale employed in the previous study to measure the dependent variable, the locus of control. An analysis of covariance was applied to analyze the resulting data. There were no significant differences found. Watts recommended that a similar study should be made that would be completed over a longer period, thereby confirming the finding made by his supervisor (45:149-53).

Another dissertation supervised by Roueche and written by Kirk demonstrated similar findings. The purpose of the study was to determine the effectiveness of special high risk student programs in three urban junior colleges in Texas. Student attitude, academic performance and persistence in college were the central concerns of this inquiry. The samples were chosen from the three colleges during three academic years, 1969-70, 1970-71 and 1971-72. The fact that control groups consisted of high risk students enrolled in non-remedial programs at only two of the colleges during the last year of the study may be a cause of concern, but these were reported limitations. The findings were such that this threat was not a significant one. While the study showed that students in the remedial program earned higher grades than did high risk students enrolled in non-remedial programs and that they persisted in their initial year of college to a greater degree, there were no significant academic gains made as the students in the remedial programs saw their grades fall below a "C" average once they left the remedial programs. Apparently the counseling aspect of the remedial program might well have been ineffective because the students expressed significantly greater satisfaction with instructors and instruction than they did with the counselors and counseling. For this reason Kirk proposed in his conclusion that the remedial programs "should consist of two-semester blocks of time with provisions for monitoring the progress of students after they have left the remedial program and entered the regular college program" and "provision should be made to alleviate the abruptness in transition from developmental studies to regular class work" (23:210).

Implications of Church, Kirk and Watts Studies

Three dissertations though written at different times, Kirk, 1972; Church, 1973; Watts, 1976, and examining different situations have one principal concern. Like Roueche they were intent on determining the effect that reality therapy or a personal social program had upon the students, particularly in regard to their locus of control. They were concerned with academic achievement but they seemed to infer that with the student's psychological or internal control would come a change in the students' academic performance which would reenforce the new outlook gained by the students. Because the locus of control met with such resistance, they can reason that the academic change cannot be affected until the students change their ingrained and negative psychological outlook. What might be considered was that the academic success must either occur before or coincide with the locus of control development sought by these investigators. A greater emphasis was needed on the instructional end of the "developmental" programs particularly when Kirk discovered that the students in his sample indicated greater satisfaction with their instructors than with their counselors. Regardless, these studies failed to focus on academic skill development, especially the skill of academic writing.

Need To Develop Student Responsibility

Nonetheless, the reason for their emphasis on changing the developmental students' psychological frame of reference apparently was well founded. As discussed earlier, Glasser's Reality Therapy did have strong logical appeal to the ASP faculty. At the heart of this approach is the developing of responsibility. Glasser's explanation of this concept in his text Reality Therapy demonstrated its significance in the role of living a fulfilled life. He wrote:

> Responsibility, a concept basic to Reality Therapy, is here defined as the ability to fulfill one's needs and

> to do so in a way that does not deprive others of the ability to fulfill their needs . . . A responsible person also does that which gives him a feeling of self-worth and a feeling that he is worthwhile to others. He is motivated to strive and perhaps endure privation to attain self-worth. When a responsible man says that he will perform a job for us, he will try to accomplish what was asked, both for us and so that he may gain a measure of self-worth for himself. An irresponsible person may or may not do what he says depending upon how he feels, the effort he has to make, and what is in it for him. He gains neither our respect nor his own, and in time he will suffer or cause others to suffer (20:13).

This distinction was one that only makes for a meaningful life, it also pointed to its relevance in making the role of the student more gainful. However, Glasser went on to state that:

> Acquiring responsibility is a complicated, lifelong problem. Although we are given unchanging needs from birth to death, needs which, if left unsatisfied, cause us or others to suffer, we are not naturally endowed with the ability to fulfill them (20:14).

Realizing that the gift was not a natural one, Glasser, in his text Schools Without Failure recognized that this trait could and should be brought into the school where failure, he contended, was the result of irresponsibility on the part of the teachers and administrators. In this text he recommended that reality therapy be practiced in the classroom in order to develop discipline in all students. He further suggested that a new grading system be used to avoid needless sense of failure and frustration. Most importantly he recommended that subjects be taught more slowly and effectively. While he does not refer directly to Carroll's Mastery Learning system, the psychiatrist did all but suggest the same criterion based instruction (21:105-6). Although he did not directly encourage the use of his techniques for the college program, Roueche and his advocates had done so.

Impact of Mastery Learning on Locus of Control

From the above discussion, one can understand how individualized instruction and the theories espoused by Carroll and Bloom were closely linked. The development of the student's internal locus of control along with learning through a criterion-based system whereby the student truly learns what he needs to learn in order to pass on to the next level of mastery was a necessary component to this model program for developmental students. Bloom himself saw this correlation between cognitive and the affective domain when he stated the following in his essay "Mastery Learning" found in Block's text:

> At a deeper level, subject mastery affects the student's self-concept. Each person searches for positive recognition of his worth and comes to view himself as adequate in those areas where he received assurance of his success or competence. For a student to view himself in a positive way, he must be given many opportunities for rewards. Mastery and its public recognition provide the necessary reassurance and reinforcement. This writer believes that one of the most positive aids to mental health is frequent and objective indications of self-development. Mastery learning, therefore, can be one of the more powerful sources of mental health. We are convinced that painful and frustrating school learning experiences exacerbate many of the neurotic symptoms exhibited by high school and college students. One might expect that if 90 percent of our students were given positive indications of learning adequacy, they would need progressively less in the way of emotional therapy and psychological help. Conversely, frequent failure and indications of learning inadequacy must occasion increased self-doubt in students and force them to search for reassurance and adequacy outside the school (7:61).

This description may seem to present a panacea for the educational profession. Nothing was further from the truth. Mastery learning is a theory whose practice is most complex and demanding. Often many interpret this system of learning as programmed instruction and criticize this approach as being mechanical and inhuman. Such was not the intention of its proponents. There was no single strategy of learning or of presenting a learning activity to students. Like any learning theory of worth, this system took into consideration the wide variety of learners that exist. It recognized that the instruction package must be well designed to meet the needs of all types of students and that all students learn at different rates. In fact Bloom suggested aptitude might be measured in the time it takes for a student to master a subject (7:59). He further stated:

> All mastery strategies are designed to take into account individual differences among learners in such a way as to promote each student's fullest cognitive and affective development. Typically, they accomplish this task by manipulating either the learning time allowed each student and/or the quality of his instruction through various feedback/learning corrective devices.
>
> The results from almost 40 major studies carried out under school conditions indicate that mastery learning has marked effects on student cognitive and affective development and their learning rate. In general, mastery strategies enable about three-fourths of students to learn the same performance standards as the instructional approaches. The strategies seem to be especially effective for those students who typically have had problems learning under ordinary instructional condition (7:96).

New Directions in Education of Developmental Students

Roueche in his latest publication Overcoming Learning

Problems, written in conjunction with Snow pointed to the writings of Bloom as well as Cross whose ideas concur with his and whose research lead to the same conclusions. Cross has written much about and for the cause of the developmental student. In Beyond the Open Door, she had been the pioneer in exploring the needs of what she termed in one of her recent articles "The New Learner." In this provocative article, she asserted that:

> We might do well to give up our preoccupation with correcting the "deficiencies" of New Students and concentrate instead on developing the new range of talent and interests that they bring to higher education. "College-level" work need not mean higher and higher standards of abstraction; it might well mean higher and higher standards of performance. In any event, our new educational purposes suggest that we begin with the student and help move him toward the development of his abilities. It does not suggest that we try to make him into a pale carbon copy of the academically elite leader of bygone days (53:32-3).

Here was a key-note to significant change in educational philosophy that may be taking the insights offered by Bloom and Roueche to their logical extremes. She continued her explanation by stating that:

> We need new measures of competency that acknowledge that what is learned rather than how it is learned is the true measure of education. And we need new flexibilities that can begin to make lifelong learning a reality (53:34).

She concluded her article with the remark that, "The full meaning of universal post secondary education has probably not been understood and certainly not accepted, by the majority of people whose life work is education" (53:34).

This direction may be the ultimate course for developmental programs. Correcting their deficiencies was becoming a monumental if not overwhelming task particularly in light of what studies have shown in regard to the gains made in writing skills by students in developmental programs. What was essential to emphasize was the fact that Cross did stress the need for "higher and higher levels of performance." In this article she admonished not only the traditional position of emphasizing "abstract, i.e., academic" learning but she chastized those misguided liberals "who are willing to 'lower the standard' of academic education in order to get credentials in the hands of the 'disadvantaged' so that they can obtain the material and social benefits of society" (53:34).

These insights failed to focus specifically on the problems of teaching developmental students the skill of academic writing. This lack was significant in that student writing development might be closely linked to affective growth and might provide a sure sign of student development. This deficiency speaks to the need for the present study.

Stiles in her dissertation addresses this deficiency by focusing on students' specific written works that were described orally as her eight subjects went about writing their assigned tasks. Her report gave a clear picture to the specific problems students in developmental programs encounter in writing; thereby, offering a more specific account of what might be indicative of their academic natures (43).

Studies Examining Writing Skills Development

Nature of Developmental Students' Writing Problems

Stiles selected four writers from each of two two-year colleges in East Tennessee who had been described by their instructors as being seriously deficient in basic writing skills. Using the techniques similar to those used by Emig, an established researcher who is well known for her study of high school senior writing students, Stiles analyzed the writing difficulties into the following general findings:

> 1. The inability to transfer thought to writing was evident in the subjects' composing efforts . . .
>
> 2. Preoccupation with mechanical amenities, especially spelling, overshadowing awareness of most of the larger aspects of composition . . .
>
> 3. Subjects favored the expository mode for composing and tried to arrange their papers in a tri-partite (beginning, middle,end) expository format regardless of the nature of the writing task . . .
>
> 4. Although syntatic maturity levels demonstrated by the subjects were generally below those of average twelfth-graders, their linguistic profiles were not consistent across grade level . . .
>
> 5. The subjects reported that since not much emphasis had been placed on composition in high school, most of their actual writing experiences and instruction had been confined to the college classroom (43:iv).

The last finding was most telling as it indicated how significant the writing component was in the remedial or developmental program of any college or university. Shaugnessy in her essay "Some Needed Research" also cited this significant finding when she noted that "today's students have not developed as writers in a long social process; therefore, they are now dependent upon the composition teacher particularly the freshman composition teachers" (74:317-20).

Evidence of a Variety of Remedial Programs

Hunter's master's thesis written in 1972 provided a description of the six community colleges he chose to visit and report upon. He found a great deal of variety in the approaches used by these colleges to try to meet the needs of the remedial/ developmental students. Two of the colleges' efforts will be described and evaluated later on in this review as dissertation studies were made to evaluate these programs, namely, Forest Park Community College in St. Louis and Tarrant Community College in East Texas. The significant contribution of Hunter's work was to show the academic community that innovative programs were in existence and their range of activities varied significantly (22:55-88). Any researcher can realize that his search for a program that will match the needs of his locale and the student body he serves will not be an easy one.

Nevertheless, Vik in her 1975 dissertation study described nine "successful programs" she found in both the two-year college and the four-year college. Her basis for assuming that the colleges' programs were successful may be questionable; yet she concluded that there are common characteristics that earmark the program that achieved its goal. Despite the differences that existed in the programs she evaluated, she perceived that there are three major traits that distinguish the "good" program from the "conventional" one. Specifically and concisely, worthy "successful" programs provided: 1. counseling of students, 2. training of staff and 3. individualization of subject matter (44:176-7).

These three components offered a general framework for any learning program. What was the basic framework of the counseling and the staff training as well as the basic provisions for the individualization of subject matter were specifics that must be carefully considered.

Studies Focusing on Content Development

Not only did Mowatt in his dissertation study (1978) attempt to define success in a particular skill, developmental English, he tried to determine its impact over a five-year span (1970-1975). To a degree his aims were similar to the study of the present dissertation, although he used grade point averages, differences and number of accumulated units to determine if the achievement of nontraditional students who took the developmental course against those nontraditional students who did not take the developmental English course offered at West Valley College, Saratoga, California. The design used for this study was a randomized control group post test only testing 100 students who took the English 50 course as contrasted with 53 students who did not take the course. He concluded that a t test analysis yielded significant differences that indicated those students did benefit from taking the developmental English course because " 1. they improved the GPA when compared with comparable students, and 2. they accumulated almost twice as many units as comparable students without developmental English experience" (32:154). Yet, he recommended that there should be more emphasis on counseling students into taking developmental writing and reading courses and that

> . . .more emphasis be placed on the research done in coordinated, comprehensive developmental programs utilizing a variety of services as well as skill instruction, i.e., Basic Studies, Learning Services, Tutorial and Developmental Studies programs (32:154).

In Mowatt's study, one might question the use of GPA as indicator of academic achievement. With grade inflation, with the variety of courses that require so little writing, and with the lack of using high standards in the grading of writing that has been occurring more and more frequently in classrooms throughout the nation, the correlation of grades received from developmental courses with the grades received from other courses taken in a five year span is a questionable procedure for deciding the success of a particular developmental course. However, Mowatt's recommendation to study the impact of a total program devoted to improving the student's academic skills did make sense, particularly if one examined the specific skill that a particular program was suppose to be affecting. Using a content analysis of the students' own classroom efforts as the present ASP study did, appeared also more reasonable and accurate means of assessing a course's value. Mowatt's study confirmed the need for the present study.

Another study reported by Sutton and Arnold in 1972 showed positive gains made by students who enrolled in a special compensatory freshman English course using a writing lab approach that was contrasted with a remedial English course that used the traditional lecture discussion method for instructing its students. Again the GPA scores were the basis for determining the effectiveness of the courses, but instead of a five-year period, a two-year span was used (1970-72). The writing lab course required students to complete a programmed text and to write four themes using the following--argumentation, description, exposition and narration. They read stories exemplifying the modes to be written and were given access to instructor-prepared materials designed to give more individualized assistance. These researchers while recognizing the weakness of using GPA because "it may adequately measure the existence of skill transfer, it measures neither the extent nor the direction of the transfer" (76:248). As a result they limited their findings solely on future English courses taken by these groups of students. Their finding was "that the effect of treatments was significant at the .0001 level with the students in Writing Laboratory earning a higher GPA in subsequent English courses ($\bar{X}$=1.80) that did students in Remedial English ($\bar{X}$=1.09)" (76:247). Their study also proved that the treatment group's attrition rate showed no significant difference over the control group. There was no significant difference between the two-year college education goal students and the four-year-college education goal students in relation to the outcome of taking either course nor was there any major difference in regard to demographic areas that students were grouped in for the analysis of the program's impact.

In their recommendation Sutton and Arnold suggested

> . . . that research in methodology related to the academically disadvantaged must not be ruled out. While the Writing Laboratory can be viewed as having potential effectiveness in working with low achievers in English, it may be that

> other methods or other approaches produce even better results (76:247).

Vik, Mowatt and now Sutton and Arnold recognized the need for evaluating more than a major course of a developmental program. Other elements that may affect the program's success or failure should likewise be considered in the final evaluation. These studies supported the need for studying the writing skill gaines in light of their reading abilities made by CCC's ASP student writers.

Special Needs In Special Programs

Other researchers had indicated other areas of concern that need addressing. Silva's 1977 dissertation study tried to determine the various stages of development that student writers had achieved so that courses can be fitted to the basic writing skills need of these students. Her study sought dominant error patterns and the kinds of errors that were predominant in their writing. As a result of her study, thirty-two categories of remedial writers were determined.

There were several interesting sidelight discoveries made in this study.

> Generally speaking, the students in the sample who produced greater quantities of writing had proportionally fewer errors than less productive writers.
>
> The students in the sample who had fewer errors proportionally in their compositions generally received higher subjective evaluations (42:142).

Researchers such as this one indicated the possibilities for developing individualized programs that many in the field continued to prove is needed. Developmental students, like other students, develop at different rates and achieve or fail to achieve skills in an undetermined order. Learning to write well is a highly complex skill that is not developed according to a clearly determined hierarchy of learning.

Another study that indicated the need for individual and special instructional techniques was McDonald's (1973). She set out to determine the effect on achievement and attitude of a method of teaching using multi-media self-instructional learning activity packages contrasted against the conventional method of teaching by lecture and discussion. Her study involved one hundred and twenty-six community college students at a mid-South urban community college, enrolled in remedial English classes. "The experimental groups received instruction in the ten basic sentence patterns of structural linguistics by means of three multi-media self-instructional learning activity packages developed for the study" (26:ii). By using several standard tests to obtain pre and post test scores, McDonald concluded that although there were gains made by the experimental groups the "difference may not be very important to the practitioner" (26:iv).

The study's weakness was the limited time span for the administering of the treatment (four week period) and the over-reliance on standard instruments to test for significant gains. Also the teacher efficacy factor as well as the nature of the sample may have been threatening elements to the study's validity. Her recommendation that the multi-media packages should be combined with other methods of the individualized and conventional methods indicated that attempts to suit the learner to an efficacious method of learning were required.

Program Study Using Two Control Groups

The next series of studies revealed varying degrees of success. For instance, Dudley's dissertation study made at the State University College--Brockport showed that his experimental group (those who completed a remedial course labled LSE 099) had made statistical gains over one or both of its control groups on the English course variable.

His treatment group was contrasted with a second group called "Control I" which consisted of all students who were supposed to, but did not, successfully complete LES 099. LSE 099 was a one-semester course that maintained a small class size, stressed expository writing and the basics of language usage. "Control II" was the third group and made up of students who were exempt from the remedial skills requirement because they had scored 148 or above on the Cooperative English Tests.

For two of four semesters significant gains were recorded by the experimental groups on their grade point averages. Retention in college for all four semesters covered by the study and the upward trend of GPSs for each of the four semesters also revealed significant gains for the experimental group. Dudley reported the fact that the program (course) varied with the need and weaknesses of the students.

Interestingly enough, Dudley discovered by running a chi-square analysis on the college admissions criteria of all three groups to find that Control II did not differ in significant ways from the under-prepared students on the usual indices of college admission(57:143-8). This finding was significant to the present study which contended that there was little significant difference in academic skills between the experimental and control groups despite their being omitted from or included in the developmental program under evaluation.

Dudley found that the students who received the treatment constantly showed gains over the control groups. This finding was a clear sign to him that a number of students at Brockport would not have survived without the support they received from the Learning Skills Center. He could not determine which factors contributed to this success although the program and its operation was still under investigation.

Dudley's study showed that his treatment group earned significantly higher grades than did his control groups only in English 112, an English related course. He did compare the achievement of the groups with another core course required of all students-namely Speech 100 or 101, to find no significant difference. Dudley tried to explain away this finding by claiming that many of the students took the Speech 100 or 101 while they were taking LSE 099. Conversely, they took Eng. 112 only after they took the remedial course. This explanation was a possible one. Yet, as the Sutton and Arnold study indicated one should not necessarily expect to see gains in courses that were only directly related to the English courses, particularly with developmental students who lack skill and confidence in any form of communication, including oral communication.

As the study continued, Dudley noted that the attrition rates from all three groups were rather high. Yet those who had experienced the treatment course remained longer and in greater proportions than did those who had not received the treatment. For this reason Dudley recommended that there was a need for investigations of non-skills variables as supplements to studies such as these (57:146). Dudley also recognized that academic success alone was not the answer to retention for he pointed out many of these students left while doing passing work. Like so many other studies, this one acknowledged a limited degree of success as well as an equal amount of concern for finding a means of coping with this nontraditional student. Perhaps the fact that there was but one course and not an entire program for these students was the root of the problem that was not considered.

The Noncognitive Approach

A study that focused solely on the improvement of writing, and one that used a scale similar to one used in this study, reported great success principally because of a teaching approach used. The researcher, Denman, termed this technique, the humanistic and non-cognitive processes approach.

For her experimental group, she used her own class to contrast against all thirty sections of Developmental Writing students at the Study Skills Center, San Diego

State University who were not treated with her teaching technique. Concurrently six California State Universities and Colleges used the same procedure of pre and post testing, but did not use the same process of instruction as the Study Skills Center used. All of these students were given a pre-test essay during the first week of classes and a post test essay during the last week of classes. These essays were two hour compositions written in class on previously announced topics.

These data were graded according to the Diederich writing scale by at least a pair of graders all of whom were tested to maintain similar grading standards and the pre and post test writing samples were compared with the following results:

1. Mean gain in writing improvement (post test minus pretest) for all six CSUS campuses (36 classes): 0.7 units on a scale of 12 (the sum of the two readings per essay scored according to the six point scale, or 6%).

2. Mean gain for 30 Study Skills Center classes at San Diego State University: 1.7 units on a scale of 12 or 14%.

3. Mean gain for students in my class utilizing humanistic and noncognitive processes: 3.5 units on a scale of 12 or 30%. (five times the statewide average) (54:43).

Denman asserted that the premise behind the use of her technique is

> . . . that most of what goes on in any classroom is emotional or affective, rather than cognitive and that this noncognitive component of the classroom experience profoundly affects every student, either enhancing or inhibiting his growth and performance (54:43-4).

Essentially her method involved reducing anxiety in the classroom by promoting affiliation among the students and providing opportunities for success--all of which produced attitude changes resulting in measurable improvement in the writing performance of the students involved. This study had very much in common with the present program evaluation except for the use of her specific classroom techniques. There was an attempt to structure the program to the needs of the student (individualized instruction) and there was the emphasis on the affective domain of the student (providing directive counseling).

While the match is not total, there is enough similarity to want to predict similar outcomes in the present study. However, there was a major difference. Denman is one very positive teacher whose method according to this report was used only by her. Her qualities as a teacher as well as a counselor may be the determing factors that have produced such astonishing results. Until success is achieved by others who use her humanistic noncognitive approach, the results need to be questioned.

Reading Ability's Affect on Writing

Lunsford added additional light in the area of effectively teaching remedial students writing when she reported in rather broad terms about her findings of a pilot remedial English program offered by Ohio State University. In her summary evaluation of this program that consisted of 92 students, she discovered that these students were invariably "slow readers who tended to read at a fixed rate regardless of the difficulty of the reading material" (64:48). She also found that the low reading scores were the result of the paucity of the students' vocabulary. Her findings in this area convinced her that teachers of writing must be teachers of reading as well. Another part of the study was a test that determined the syntactical maturity of these students. Her results indicated that these students

> . . .fell directly between Hunt's (test developer and expert on syntactical analysis) eighth and tenth-graders for both number of embedding and mean words per clause. More specifically, our students most often opted for strings of linear coordinate clauses rather than for embedded subordinate structures (64:49).

After a nine week intense program, Lunsford reported that these students made gains both in reading ability and syntactical maturity. Based on these findings she concluded:

> Our students were all both poor readers and poor writers, and their gains in these two areas clearly parallelled each other. Furthermore, as our students' ability to manipulate syntatic structures improved, so did their ability to draw inferences and make logical connections. In view of the close relationship among language skills, the contemporary divorce of reading instruction from departments of English is indeed lamentable. Especially in the remedial classroom, the reunion of reading and writing instruction is a consummation devoutly to be wished (64:51).

Recognition of Different Types of Developmental Students

Two other dissertation studies that reported degrees of success were those conducted by Rosen in 1973 and by Outlaw in 1977. The latter involved the study of 107 students at Towson State University, Maryland. These students were randomly assigned to six sections of a four-credit course during the Fall semester of 1976. There was a control in this number who were not participating in the four-credit remedial reading and writing communication course. As an added dimension, Outlaw divided her experimental groups into two types of students--Marginal students, those who scored less than or equal to 350 on the SAT verbal test but who met other admissions criteria and Provisional students, those high risk students who had similar scores but who did not meet the regular admissions criteria. After taking the fifteen week, specially-designed course all of these groups of students were tested with post tests that were a variation of the pre-tests that they were given, namely the Nelson Denny Reading test and the Student Orientation Survey. The first semester grade point average was also used as a criterion to determine the impact of this course on these types of students. Outlaw reported the following findings:

1. The research hypothesis that marginal students who receive remediation in communications skills achieve academically better than those who do not was supported by the findings of this study.
2. The research hypothesis that marginal students who receive remediation in communication skills have a more positive attitude toward college than those who do not was not supported by the findings of this study.
3. The research hypothesis that there is a difference between the academic achievement of marginal students who receive remediation skills and provisional students was supported by the findings of this study(34:69).

These findings revealed two significant factors. Students will not naturally favor college learning simply because they succeed with a course of study that will enable them to pursue further learning. The objectives of a personal-social course such as a human potential course cannot be achieved in the short period of time that is provided by a semester's work.

The Roueche/Mink study and other collaborating studies made that fact quite evident.

The second significant factor was the acknowledgement of different types of remedial students. The marginal students in this study may well represent those students who have the innate abilities and sufficient background to make-up for the skills they failed to achieve on the secondary level of education for any number of reasons,--one dominant reason may be that they were not adequately instructed or given adequate practice in the skill of writing. The other students, termed in this study as provisional students, may represent those students whose skills were most inadequate and who may only have a limited potential. These were students who will probably drop out by the second or third semester primarily because they realize that the traditional college program did not suit their needs, nor their potential. Dudley in his study wanted some follow-up on why so many students left college particularly when they were receiving passing grades. This theory might provide one explanation.

Rosen's dissertation study (1973) also indicated a favorable outcome. She carried out her experiment at Borough of Manhattan Community College of the City University of New York. Her intent was to test the effectiveness of a Structured Classroom Writing Method. Briefly described this was an original method devised by Rosen to teach the principles of rhetoric to remedial English college freshmen. It was a one hour program that met in addition to general composition methods received both by the experimental and the control groups that consisted of approximately forty students each. The experimental section held a maximum of ten students who met for a total of twelve sessions. During these sessions the students were presented with "a set of structure, sequential writing exercises, editing procedures and class discussion of written exercises" (37:2). Meanwhile the control group was instructed "to remediate writing deficiencies in paragraph and sentence structure, grammar, usage and mechanics" (37:2). Raters were trained and samples were evaluated in six categories of composition--ideas, organization, sentence structure, usage, punctuation, mechanics, spelling and total writing sample. After comparing the result of the pre and post writing samples, Rosen reported that the experimental and the control groups made statistically significant gains in all categories. However, after pre and post testing, the students with The Grammar and Punctuation Test (ETS), she noted that there was a mean score gain for the experimental group and a loss for the control group. She also tested the students with The Nelson Denny Reading Test only to discover negligible difference. Nonetheless the experimental group's performance on all of these tests was better than the control group's. In addition to this testing, she examined the sample's academic, socio-economic and family characteristics to report that they represented

> . . . a slightly older remedial English student, one severely deficient not only in language skills but also in high school achievement generally. Their high school

> diplomas reflected weak college preparation; they were the first generation to attend college, and their parents' vocations signified economic deprivation (37:3).

She concluded her study with the recommendation that future research in more effective teaching methods for the remedial English student was still needed particularly for students with very weak writing skills.

Attempting to Meet Students' Practical Needs

Miller in 1974 made a study to determine what effect his type of remediation would have on community college freshmen who were enrolled in a reading course and writing course that stressed practical and student vocational skills. The control in this experiment was a group of students who took a writing course that included "selections on a variety of topics in a composition text emphasizing the importance of perception to composition . . . as well as many topics related to composition such as organization, development and coherence" (27:138-9). In contrast his experimental course included writing assignments that dealt with the three units that were thought to be of interest to the students. The longest of these three units dealt with reading and study skills while the other two units focused on community college orientation and on learning about the applying for a particular job. This course was designed to compensate for what he determined were the mistakes of the English 30 course that did not meet the needs of non-traditional students because, unlike his experimental course, it did not read and discuss materials that were appropriate for these types of students.

His study presented statistics indicating clearly that the present program was not helping these students succeed, even though his institution, Longview Community College and the other community colleges in the Metropolitan Junior College District of Kansas City, Missouri had accepted the remediation as part of their roles in community college education. In essence then, Miller was trying to individualize his instructional materials to the type of student he encountered.

Before stating his findings, mention should be made of a particular study that Miller referred to as a basis for altering English 30 as he did. He referred to a study of a General Studies course that was tried at San Diego City College. This program consisted of four courses--Career Planning, nine weeks; Techniques of Study, nine weeks; Reading Improvement, eighteen weeks, and Basic English, eighteen weeks. Using a control group that took only English and none of the other courses, Hinkle reported that males and minority students were encouraged to enroll for a second semester although they did not continue beyond that. While enrolled in the program, the students dropped fewer units than did those in the control group. Otherwise Hinkle saw no other significantly different outcomes that could be attributed to the General Studies Program (27:66). Therefore, it was not surprising to Miller that his program did not fare much better, yet both of these studies did provide some more evidence into the nature of the developmental students' needs.

Miller concluded somewhat optimistically that although there were no statistically significant differences between the experimental and either control groups (one group of 46 was taught by Miller while 86 were taught by two other instructors) except the fact that

> . . . the experimental group did score significantly higher than the control group II on the vocabulary test (of the Nelson Denny Test) and control group II earned significantly higher grades than the experimental group on themes written by students" (27:135).

These findings assured him that because there were no significant differences on the objective test of composition skills, (the College English Placement Test), there was evidence that the experiment did less harm than the themes graded indicated and that remedial students can improve their vocabulary and composition scores in a semester provided that those subjects were stressed in their remedial composition and reading courses.

Reports of More Extensive Programs

Another type of program was assessed during the same year, 1974, by Papandrea who compared students who were placed into four learning laboratory programs against students who were eligible but chose an academic program offered by the same school, William Rainey Harper Community College, Illinois. The researcher used an English test, a reading test, an arithmetic test and a self concept test to test seven hypotheses. Like Miller's study, his results were limited by promising. Of the seven null hypotheses four were retained while three were rejected. The four retained considered gains in English, as a result of participation in the English learning laboratory, as well as participation in both the English and reading learning labs, gains in self concept in addition to any gains in self concepts as a result of academic achievement. The three rejected null hypotheses were those that tested gains in paragraph comprehension, reading rate, and in basic mathematic skills. In his conclusion, Papandrea noted that if self concept improvement is a goal of a remedial program, it must be addressed through some means other than academic learning lab programs. Obviously, his evaluation also indicated that students can learn in a remedial program provided they were instructed in the skills that are sought as necessary for student academic advancement. After examining the attrition rate of subjects in his study, the researcher concluded that because of the low attrition rate in reading, it appeared that improvement in reading might be the essential variable in students who wanted to complete this program of remediation. This finding substantiated the opinion of Lunsford who recognized the need for improving the reading skills of students to assist in their overall academic achievement (35).

Mynatt's study resulted in similar findings to Papandrea's in regard to self concept growth and reading skills development. However, his study was of a different type of program and in a vastly different local. Tarrant Community College located in East Texas offered a General Studies Program that was far more developed than the laboratory program offered by William Rainey Harper Community College. This General Studies Program consisted of the following:

1. Communication (6 hours)--Teaches the practical applications of English as a communicative level.
2. Reading Improvement (2 hours)--Designed to increase reading enjoyment.
3. Social Science (6 hours)--Investigates contemporary society, its structure, its functions and its problems.
4. Natural Science (8 hours)--Allows the student to investigate the phenomenon of human anatomy and physiology and encourages exploration of the present day problems in health, air and water pollution, drugs, mental health and other topics.
5. Humanities (6 hours)--Includes study of the Arts, modern culture and cultural heritage.
6. Personality Foundations (3 hours)--Provides opportunities to understand and develop a desirable self-image.
7. Career Planning--Designed to assist the student in a realistic career choice.
8. Physical Education (2 hours) (33:23).

This program was an encompassing one. It offered special features that were meant to meet the needs and special requirements that non-traditional students pose to an academic setting. These features included block schedules so the students would become well acquainted with twenty-five to thirty of their class mates. Counseling services were provided to the ratio of one counselor to one hundred students. Team teaching was offered so that each student could chose a team which was composed of 100 to 125 students and six teachers.

Classroom time was made flexible so that classes could be divided into large and small group sessions or so that time could be reorganized or cancelled in favor of special events. These events might include field trips that were arranged in all courses to enhance learning experiences. Finally, the students and faculty engaged in athletic activities (33:24).

For the purposes of his study Mynatt divided his sample into three groups. Group I (73 students) consisted of those individuals who were advised to enter the General Studies Program, but who rejected the offer. Group II (219 students) were those who were randomly selected from nine first semester college parallel English courses. Group III (228 students) were those enrolled in the GSP. The measurements used to determine the program's effect on these samples were pre and post tests of the How I See Myself Scale, grade point average and attrition.

As indicated earlier, Mynatt, like Papandrea, could report no changes in the level of self concept for the three groups, but there were significant academic gains of the experimental group. Mynatt used other indicators rather than specific testing which may be a threat to his findings. Nevertheless he found that the difference between the mean grade point averages for Groups II and III were significantly better than those of Group I. Also the grade point averages of students Group III were no different in comparison to the students in Group II. Equally significant was the finding that an analysis of the data for retention showed that the GSP was considerably greater than for any other form of curricula under investigation.

This study's conclusions might be challenged because of the possibility that those who taught in the GSP may be giving higher grades than their students merit or that the nature of the material is easier or at least not as difficult as the material that is found in the other curricula. This justifiable criticism, however, would be difficult to support. Also there was the question that could be raised in regard to the nature of the control groups, particularly Group II. Obviously Groups I and III were composed of students who had similar needs. Group II, however, was assumed to be typical college freshmen who were studying parallel courses. What they actually represented might have been a matter of concern that was not clearly dealt with. Regardless, this study with its weaknesses, did show what could be done to help the developmental students who remained in school, as well as proving that they could be learning appropriate and significant matters that were delivered in an innovative manner. The presence of such a program that had gone to such efforts was a significant factor in itself.

These two studies indicate that by attempting to encompass too great an area of assessment little concrete conclusions can be asserted. In contrast the delimited study of the ASP package solely in terms of the writing gains made by these students supported its need and its validity in light of the studies under review.

A Private College's Efforts in Remediation

O'Tuel's study conducted to determine the effectiveness of a remedial program devised at a private college was a more typical effort in this area. This program was implimented following an investigation that revealed to the researcher that

> . . . with the stress today on the mastery model for criteria referenced rather than norm referenced standards, on individualizing of instruction and on accountability as an issue in education, the junior college can no longer be satisfied 'flying by the seat of its pants' and in the area of remediation (67:23).

Even as early as 1971, there were efforts to abide by the trend that recognized the developmental student as a presence that had to be accommodated. Other studies will be referred to presently to further establish this point, but for the moment, the attempt of this study will be discussed.

Palmer College with its two branches, one in Columbia, South Carolina and the other in Charleston, adopted a one quarter program that consisted of basic studies, reading, English grammar, and basic mathematical processes. Pre and post test forms of SCAT XI Cooperative English Test and the Nelson-Denny Reading Test were used to assess this college's program. In addition th these pre and post tests that were analyzed by using the level of significance (F ratio) of the difference, the administrators randomly selected on each campus a group of students who should have been placed in the remedial English course, but were not. Instead, they were placed in a collegiate English class in a double blind situation. The F test was used in these scores, also. The results for the most part were positive. Gains in the mathematical course were significant at the .01 level. Gains in the SCAT II test were made at the Charleston campus but not at the Columbia campus. Students at both campuses who took basic English followed by the collegiate English course made gains significant at the .05 level. Likewise students who took the basic reading course showed significant gains on the Nelson Denny scores. One surprising outcome of the study was the discovery that while the students in the double blind situation (collegiate English course) did not have significant gains, nineteen out of twenty-four passed the course.

This outcome suggested that teachers who do not know that they are teaching developmental students give grades based on the assumption that students should succeed whether they actually demonstrated success or not. O'Tuel did not perceive this last outcome in those terms as she questioned whether a program that required a good deal of cost, time and effort was worth the effort particularly when such a large portion of the marginal students (nineteen out of twenty-four) can succeed in the collegiate course. This misjudgement withstanding, the report indicated success and like so many conclusions of these studies, she recommended further study and continual attempts to devise programs that will in fact help the "high risk student" (67:23-6).

Studies Reporting Negative Results

Earlier reports that emanated from the General Curriculum

Program offered at Forest Park Community College in St. Louis principally reported by Thelen(1968) and Anderson (1969) indicated enough positive results to change a pilot program to to a full fledged one. However, the study conducted by Farrell in the fall of 1971 did not conclude with a similar favorable outcome. In his after-the-fact study Farrell compared students who were identified as high risk students because of their placement in the lower third of their high school graduation classes and because they scored in the lower tenth percentile on the University of Missouri norms of the SCAT-I test. From these students two matched pairs groups were formed, one consisting of 135 matched pairs (MGI) and the other of 29 matched pairs (MGII). The larger groups were matched on the basis of their scores on SCAT and on the basis of race, sex and age. The other group was matched with the General Curriculum (MGII) on the basis of their bottom third ranking in the high school graduating class. Essentially, Farrell wanted to determine the degree of success achieved by academically high risk students who were in the Revised General Curriculum program as compared with those academically high risk students who were admitted to the traditional program.

As a result, he tested ten hypotheses that dealt with such matters as the number of credit hours attempted, the credits earned, the means of grade point averages reported during the first semester and those reported during the second semester as well as other minor variations on and about these principal variables(19:10-24). His assumption was that those high risk students who were taking the General Curriculum program would fare better by comparison. Unfortunately, they did not. Of the ten hypotheses that he proposed, only one was accepted. There were no significant differences on the mean grade averages among the group. The one gain shown by the experimental group was the number of credits earned during the first semester was proportionately higher than either control groups. Based on these findings Farrell declared that there were no apparent gains made by the students who were enrolled in the General Curriculum and that they would not be any worse off if they had been allowed to choose whatever courses they wanted (19:167).

The study was important to the field despite its negative findings, for a major portion of his extensive study was a history of the development of the General Curriculum Program as a model project that received $250,000 funding from the Danford Foundation. The program was constantly evaluated and altered to improve any weaknesses that resulted from each evaluation. In this review, Farrell examined the role of its administrators, principally Moore and Richardson, who were instrumental in setting policy and publishing reports of the progress of the program. He noted that the ideas that were stated by Richardson in a book that he wrote in collaboration with Block and Plummer were put into effect during the development of this pilot program.

In this work the authors suggested that the community college could not be all things to all people. Therefore they wished to provide developmental curricula for individuals with some potential. In order to accomplish this end, the college officials would have to devise a meaningful screening process. These authors recommended that a year program be set up that would help determine those students who were capable of going on while procidinga general background for those students who had survived the one year program. "At the end of the year, students completing general curriculum would receive a college certificate, some graduates would be advised to advance to college parallel technical or vocational programs" (6:223).

So, with those ideas as a basis, a very elaborate curriculum was set up. At one time in the program the typical student attended nineteen hours in class while actually paying for eleven credits. There was a block of courses dealing with basic skills that he was required to take and there were optional courses he could take such as biology, Introduction to History or Introduction to American Politics. At the same time he was required to take such subjects as Basic Sociology, Basic Politics and other developmental courses. The regular transfer courses were not taught by members of their respective divisions, rather faculty of the general curriculum program taught the course taking more class hours to accomplish the same amount of work.

As mentioned, Thelen and Anderson did studies of this pilot program that indicated there was enough success to warrant establishing the program on a full fledge basis. Farrell reported however that Thelen was circumspect and cautious about interpreting her results. In fact, Roueche wrote about her report after studying it carefully. He declared the program, as presented at that time, a failure The description of the "Danford Years" (termed by Farrell) made for informative reading and traced the development of the General Curriculum to its revised form that was evaluated for his dissertation study. He noted that the program suffered from excessive teacher turn-over and from inadequate evaluations. The present program had salvaged some of the original elements of the earlier program, but now instead of a full year program with limited credited courses, the program consisted of one semester of mostly credited courses.

In this study Farrell mentioned another program assessment that did not produce any meaningful gains. This study, reported by Losak in 1969 was made on a remedial program that was in existence at Miami-Dade Junior College. Losak described the program "as a traditional attempt to improve basic skills in reading and writing" (63:384). The experiment involved students who scored on the twenty-first percentile or below on the SCAT I A test. Four hundred and twenty-seven of these students were placed in the remedial reading-writing course (Eng. 090). Meanwhile seventy-three students with the same level test scores were placed in the regular English course (Eng. 101) as the control group. At the end of the fall semester 1967-68, the experimental group did earn a significantly higher grade point average than the control students, yet the GPA was well below the grade point average of the entire freshman population, 1.83 for the experimental group as contrasted with 2.06 for the entire freshman class. According to the results of a standardized reading test used at the end of the same semester, the groups showed no significant differences. More importantly, the carry-over effect was non-existent. According to Losak:

> When the experimental group in this study took English 101 after one full semester of remediation, it was found that 54 percent earned a grade of C or better and 73 percent a D or better. Of those in the control group, 47 percent earned a C or better and 70 percent a D or better. The net effect was that after one semester of remedial work in a reading writing program only 3 percent more students passed the English 101 course with a D or better than passed it without remediation. This difference in rate of success is not significant (63:385).

He concluded therefore that the program at Miami-Dade Junior College did not provide participating students with any significant academic advantages. It did not affect retention rates, improve grade point averages during the second semester and did not assist students to score significantly higher on a writing or reading test.

Again as with Farrell's study, this study provided insight into the area of developmental education. Losak described the weaknesses of the program which would explain the poor result of that program. He stated that teachers were improperly selected, innovated teaching methods and materials were not used, study skills and improvement in attitude toward college and self were not stressed, nor were counselors part of the teaching team. With such drawbacks, the program could not hope to produce any positive results. Here seemed to be an instance where lip service was being paid to the need of developmental education, rather than providing the time, effort, and money that is needed to produce meaningful results. Even in this limited program, however, Losak admitted there were individuals who improved their scholastic standing and were salvaged academically. He pointed out a similar finding that was cited in the Outlaw study. There were various kinds of remedial students. There were those students who can profit from the type of program then found at Miami-Dade. However, there were those who cannot benefit from such a standard program, who must be identified and then provided with a special program that will meet their needs. In this regard Losak commented:

> It is a gross pedagogical error to assume that the bottom 10 or 15 or 20 percent of a group--as measured, on a standardized achievement test--form a homogeneous group, all capable of benefiting from the same type curriculum (63:386).

Sharon's 1972 study evaluated a remedial English course at a Connecticut community college by placing fifty-three randomly selected students who were required to take a remedial course into a regular English course. This experimental group was compared with two groups--one, of remedial students (N=130) who were enrolled in a regular English course after completing a remedial course; the other, of students (N=245) who did not require a remedial course. They were compared on ability by being assessed on the Comparative Guidance and Placement verbal test; on persistence, by passing, or remaining, in the course; on performance, by having the final grades averaged and then compared by the t test; and on satisfaction by having the students' responses on Modu's satisfaction scale assessed. A detailed description of this scale was reported in the ETS Bulletin (1970) under the title of "A Description of Satisfaction Questionnaire for Junior College in Terms of Rotated Factors."

Sharon summed up the results of his finding in the following manner:

> It appears that the remedial course examined here has a significant but modest effect on subsequent accomplishment. Low ability students would do somewhat less well in the regular course if the remedial courses were eliminated. It appears, however, that remedial students are as satisfied with the regular course as they are with the remedial course, at least as indicated by the criterion of satisfaction used in this study.
>
> The results obtained indicate that the effectiveness of remedial courses in college should not be taken for granted. The finding that remediation in English has only limited value is consistent with results found in previous studies such as that of Losak (73:62).

Sharon's advice "that the effectiveness of remedial courses in college should not be taken for granted" had been proved valid as attested by the many studies reported in this review as well as by the undertaking of the current assessment of ASP.

Lovejoy designed a study to determine if students who had completed a Basic Grammar course which served as a remedial device for academically disadvantaged did affect their level of achievement in English 1. He also wanted to examine what subject choices these students made later on in their college careers and to discover their achievement as students.

In order to accomplish these goals, he divided a population of academically disadvantaged first-time-in college freshmen (1961-1971) into three groups--Group I represented students who took Basic Grammar concurrently with English 1: Group II, those who took English 1 prior to enrolling in English 1; and Group III, those who enrolled in English 1 without Basic Grammar. In his investigation, he considered their retention in college, choice of major, the proportion of students who graduated and their achievement in six frequently taken courses and enrollment in each of two different remedial programs that had been used at Western Christian College, Michigan.

As might be expected with such a limited and loosely organized remedial package, Lovejoy's findings were totally negative. Basic Grammar provided no significant improvement in either of the patterns that were dealt with. In regard to retention, those who took Basic Grammar continued in college for the second year in larger proportions but thereafter there was no significant difference in length of enrollment.

Perhaps the most noteworthy insight Lovejoy offered from his study was that the students did choose different courses of study. They avoided majoring in Physics, English, Spanish, German, Art, Chemistry, Physical or Behavioral Science. More importantly Lovejoy reported that:

> A significantly greater proportion of academically disadvantaged students than of regular college students graduated in Industrial Education, and they seemed to earn a moderately higher GPA than did the regular college student. In twelve of

> the disciplines there were no significant differences in percentage of degrees granted between the academically disadvantaged students and regular college students, nor were there significant differences in GPA (25:4).

Two considerations can be held in evaluating the worth of this study. One must be that Western Christian College's academically disadvantaged students were not of the hard core variety, or were those who were dropped after the second semester. As Lovejoy recommended in his conclusion, the counseling staff had to develop a means of identifying these students which up to this time was done in a rather haphazard fashion. The second consideration was that those varieties of developmental students who can manage to survive as evidenced by their ability to obtain a degree do manage to find a place for themselves and to acquit themselves admirably.

Craig made an assessment of the effectiveness of three urban community colleges in the Commonwealth of Virginia by examining three variables--academic performance, persistence and expressed attitudes toward instructors and instruction. After describing the programs found at each of the colleges, the researcher used student records and a follow-up mailing of an attitude assessment. Her subjects were drawn from the entering fall quarter 1972 college freshmen. They were chosen randomly from students enrolled in developmental programs in each of the three colleges and from students who were defined as high risk students but who chose not to enter developmental studies.

Her findings showed that the developmental programs under study did not make a significant difference on academic achievement, nor did the developmental program students gain significantly higher grades. Unlike so many other studies presented in this review, she found that students not enrolled in the developmental program persisted in college to a greater extent than did developmental program students. Such a finding did indicate the uselessness of the three programs under study. Finally there were no GPS differences among the groups as there was no significant difference in the attitudes toward instructors, and instruction counselors and counseling and the total program. This study then was a clear instance of a program that was not succeeding in any perceivable manner.

The studies made by Farrell, Losak, Sharon, Lovejoy and Craig focused on determining the overall academic impact their programs tried to achieve but not one of them focused on their students' writing gains that might have been made as a result of their respective treatments. Their findings though negative were not totally unexpected. Cross in her work, Accent On Learning, noted that in regard to studies made on remedial and developmental education, "it is significant that, generally speaking, the better designed studies showed less glowingly positive results than simpler but less adequate research studies" (15:33).

Summary

This review focused on two major concerns--1. major learning theories that indicated potential models for teaching developmental students the basics of communication skills, and 2. specific studies that evaluated various attempts to assist students to learn to write. The review clearly revealed that although there have been many studies evaluating developmental programs consisting of various components and of varying lengths, none focused on the actual writing skills gained by the developmental students. Essentials of basic language skills were frequently tested. Also retention, GPA, success on pre and post standard tests and other measures for success were employed. More significantly, a number of the studies indicated the need for the type of study this evaluation represented.

The next chapter will explain precisely what methodology was used in this study--a study that focused on writing skills developed by students who participated in a program devised to overcome their writing deficiencies.

CHAPTER III

THE PROCEDURES OF THE STUDY

General Purposes

The purpose of this study was to evaluate the Advancement Studies Program in terms of its effectiveness in teaching its students the skills of writing, particularly those skills that are expected of a freshman college student studying at a community college. Because, as indicated throughout the review of literature section, so many studies of this type of program measured such outcomes as final grades, grade point averages and student retention, this study attempted to evaluate the actual writing ability gains that were demonstrated by the students themselves as a result of studying in the ASP. While ASP students were clearly selected on the basis of their reading, writing, and other basic skill weaknesses, the program was devised to provide these students with the essential academic skills so that they could continue with their college and vocational training. Whether the students could master sufficient writing skills within the four month period and to what extent this mastery was achieved were the principal objectives of this study.

Hypotheses

Based on the preceding purposes, this study attempted to test the following hypotheses:

1. ASP students (experimental group) will show significant

gains in the total scoring according to the Diederich writing scale (ETS/CES) in contrast to the non-ASP students (control group).

2. ASP students in the equivalent top half reading level as determined by the ETS/CGP reading tests will show more significant gains in the total scoring according to the Diederich scale than will the equivalent top half reading level students found in the non-ASP group.
3. ASP students ranked in the equivalent bottom half reading level as determined by the ETS/CGP reading test will show more gains in the total scoring according to the Diederich writing scale than will the equivalent bottom half readers in the control group.
4. ASP students will score significantly higher than non-ASP students in the quality and development of ideas section of the Diederich scale.
5. ASP students in the equivalent top half reading level will show more gain in the quality and development of ideas section of the Diederich scale than will the equivalent top half readers in the control group.
6. ASP students in the equivalent bottom half reading level will show more gain in the quality and development of ideas section of the Diederich scale than will the equivalent bottom half readers in the control group.
7. ASP students will score significantly higher than

non-ASP student in the wording and phrasing section of the Diederich scale.

8. ASP students in the equivalent top half reading level will show more gain in the wording and phrasing section of the Diederich scale than will the equivalent top half readers in the control group.
9. ASP students in the equivalent bottom half reading level will show more gain in the wording and phrasing section of the Diederich scale than will the equivalent bottom half in the control group.

Preparation Procedures

Specific instructors who would be teaching the ASP students were contacted early in September, 1978, and a meeting was held to inform them of the study's purpose and its methods. During the same time, other teachers who would teach English 100, essentially the same English course that is available to those students who may not wish to participate in ASP or those whose academic needs were recognized not to be as great as those allocated to the limited enrollment of the program, were contacted and informed of the procedures. In all, eight instructors, agreed to participate in the study, four from the special program which were designated the experimental group and four from the non-ASP group, designated as the control group.

These instructors were to teach their classes in their usual manner, the experimental group realizing that it had agreed to deal with the most "demanding" of the group since they had accepted that condition when they volunteered to teach in the program at its inception. They had the advantage of the program's structure which lent support to their efforts because the students were studying other related courses, namely CLS 111 and Human Potential 101, and also because they could expect cooperation and assistance not only from the teachers of these courses, but from the English Writing Lab staff and from the student aides who were assigned to work with the students in these specially designed "blocked"-scheduled courses.

The control group teachers were assigned to their 100 sections as part of their teaching load, and they did not expect nor seek any other assistance.

The English lab was available to any student and instructor, but as mentioned in Chapter I when discussing the Linkz report many people did not take advantage of this facility.

In any case, the only tasks these eight instructors were asked to do was to agree upon a pre-writing sample topic and a post writing sample topic and then prepare their students for the writing of the samples. The samples were to be written by the students during a class period of each instructor's choosing. The instructors likewise agreed to give the pre-sample writing in late September or early October, no later than three weeks into the semester and to assign the post sample during the fifteenth or sixteenth week of the sixteen-week semester. After two meetings, these teachers selected topics they were satisfied would suit their students' abilities and interests. The pre-sample was a description-explanation paper, while the post sample was a description-comparison paper.

Because these assignments were actual classroom assignments and would be evaluated for that purpose, they were xeroxed by the researcher before the instructors graded them so that the samples would be evaluated without any teacher comments written upon them. In this way the students did not realize that their papers were "special" tests, but simply regular parts of the course's work.

By following these procedures, those involved in the study could be relatively certain that the work was typical of the students who perform the writing task in any classroom situation. The reliability factor will be explained further on in this chapter when the Diederich writing scale is described.

Students Grouped According To Reading Abilities

To further enrich the study the researcher decided to make use of information that was readily available on the experimental group and information that could be easily obtained from the control group. Not only was it decided to examine results of specific aspects of their writing development, but that these factors would be examined in relation to the students' reading abilities to determine if this factor may have some perceptible influence on the final writing scores. In order for the students to be selected for the ASP, as many as possible are given a significant portion of the College Guidance and Placement Reading test as well as portions of the English skills and mathematic skills portions of this same instrument. The raw scores are used to advise the students the need to take CLS 111 (reading course) as well as the total ASP package. Because the test takes only twenty minutes to administer, the control group classes could be given the same portion of the test at the beginning of the semester with little interruption to their regular class work while providing this study with a basis for dividing the students into upper and lower groups according to their reading levels as indicated by these CGP tests. It was felt then that a comparison of the two might indicate ASP's effect on the poorer as well as the better readers.

Limitations Of The Study

Before presenting the workings of the evaluation instrument, mention should be made regarding the actual sample chosen for this experiment. It was recognized that ASP was designed with the weakest students in mind. Their writing, reading and other basic skills were extremely weak. As reported by the Linkz committee, the methods used to select students for the ASP were not very effective. For that reason, the Administration went to extra effort to assure that those students for the September, 1978, fall session were truly representative of the academically weakest student entering the college. This effort meant that the sample represented by the ASP participants might be at a great disadvantage when compared with non-ASP students who were placed in the control group because they signed up for an English 100 class other than the English 100 class reserved for ASP. This sample factor it was felt was a definite limitation. However, the grouping according to reading level helped to equalize the abilities of the control and experimental groups.

Another major threat that was evident was the mortality rate. ASP and non-ASP 100 classes had a history of high attrition. For these reasons, four ASP sections, half of the ASP English sections being offered and four non-ASP sections were selected. The numbers of students and the assumed attrition of "better" students were believed adequate precautions to insure relatively similar samples of writing-students. It was recognized that the non-ASP student would probably display slightly better reading and writing skills. With a sample of 70 students in the control group and of 67 students in the experimental group the study therefore seemed assured of fairly equal and intact sampling and that both groups represented students who had very serious writing deficiencies.

The computation of the reading scores indicated that the control group had somewhat higher reading scores than did the experimental group, but there were to be attritions that might make the differences inconsequential.

As the Linkz study indicated, the more capable students did not maintain interest in the course. Partially, this factor explained why the control sample was diminished to 48 from 70 while the experimental group was reduced to 54 from 67. Of the control group, only 38 of the 48 were given the reading test. The ten who did not receive the test were those who entered their classes after the second week of the semester or who were absent during the period the test was given. As there were so many in the control sample, these students were overlooked.

Despite the many precautions that were taken, the final sample, while deemed for the study still adequate, was not as large as had been hoped for. The very nature of the type of student being examined in this study made the prediction of this sample rather difficult. The developmental student's habits are not always as stable as the traditional student's. They are more easily discouraged and more likely to avoid an instance of what they may perceive as a failing situation. As a result, during another semester another pattern of retention and attrition would likely emerge. Regardless, the writing sample scores clearly indicated that those who composed the experimental and control group nearly resembled one another's basic writing skills. In that regard the samples were well matched, although the control group's average was slightly, though not significantly, better.

Originally the intention of the researcher was to divide the samples into thirds according to their reading abilities.

However, the reading scores of the samples were very unevenly distributed. There were a greater portion of lower reading ability students in the experimental group and a greater proportion of higher reading ability students in the control group. The exact distribution is presented in Table 1.

TABLE 1

Frequency Distribution of the Experimental and Control Groups According to the CGP/ETS Reading Test Scores

Experimental Group Distribution of the Reading Scores

N=54

Raw Scores	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Number of Students	1	3	7	7	5	7	3	3	3	2	4	4	1	1	1	1	0	1	1	0	0	0	0

Control Group Distribution of the Reading Scores

N=38

Raw Scores	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Number of Students	0	0	0	1	1	2	1	3	1	5	2	0	3	1	0	1	3	3	2	2	1	4	2

The same data is presented in the graph on page 80 so that the distributions may be visualized more clearly and effectively.

In order to make these reading samples as equivalent as possible it was decided to drop the bottom scores from the experimental group and the top scores from the control group.

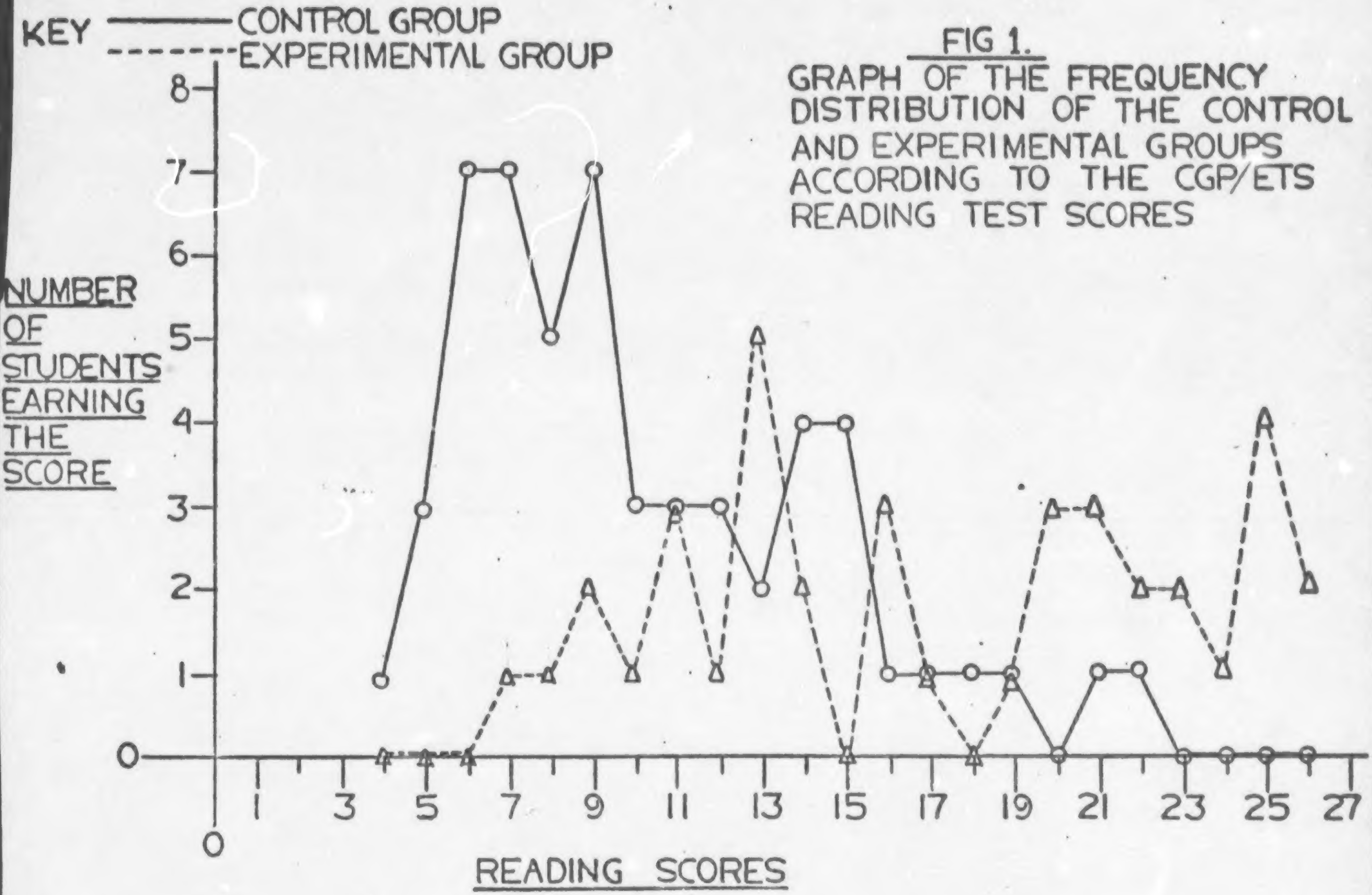

FIG 1.

GRAPH OF THE FREQUENCY DISTRIBUTION OF THE CONTROL AND EXPERIMENTAL GROUPS ACCORDING TO THE CGP/ETS READING TEST SCORES

FIG 1.

As a result 18 samples from the experimental group and 12 samples from the control group were deleted. Then the top half and bottom half samples fell into fairly equivalent groups as presented in Table 2.

TABLE 2

Score Range for the Equivalent Top and Equivalent Bottom Half Reading Samples of the Control and Experimental Groups

	Equivalent Bottom Half Score Range	Equivalent Top Half Score Range
Experimental Group	8 - 11 (N=18)	12 - 21 (N=18)
Control Group	8 - 13 (N=13)	14 - 21 (N=13)

Despite the recognition of the above limitations, the study's outcome was felt to be indicative of what actually was being accomplished in the development of the students' writing skills as well as suggesting what impact the reading abilities of the students might have in their learning these skills.

The Diederich Writing Scale

As discussed at the beginning of this chapter, the researcher decided to examine the actual writings of the students rather than use indirect testing instruments frequently employed by researchers to determine the effectiveness of a particular treatment. To examine the students' writing under typical classroom conditions appeared to be a more accurate and valid means of determining whether students were truly developing their skills.

The Diederich writing scale provided a worthy evaluative instrument for this study. Through the proper application of this instrument, an evaluator can be assured of a uniform evaluation that contained a reliability factor at the .80 level of confidence ($p < .80$).

In order to obtain this high degree of reliability four graders were trained during a two-day session. These four evaluators were students' aides (see definition on p. 14) employed on a full time basis as an integral part of the ASP. All of them had at least a bachelor's degree, two had teaching experience and all of them had done some post graduate work. They were selected on the advice of their supervisor who believed they demonstrated above-average abilities to help students with their writing problems. The supervisor noted that English teachers in ASP frequently called upon these four aides to assist their students with their writing problems.

After the two-day session during which they demonstrated their understanding of the requirements for the use of the scale, as well as their coordinated use of it, a full week was devoted to evaluating the 204 writing samples gathered for this study. During this time, the samples were coded so that the evaluators did not know the student's identity nor whether the sample was a pre or post sample or one from the experimental or control group. Each sample was graded at least twice by two separate graders who did not know how the paper was evaluated previously. Only when the paper received similar grades--no greater than a ten point spread in the final grade and no greater than five points with each of the eight items in the analysis would the paper be considered uniformly graded. As Diederich indicated, the evaluators can be trained to use the same standards when grading papers once they have been taught an agreed-upon standard. In his text Measuring Growth in English Diederich provided a thorough explanation for the use of his scale (see Appendix C). This explanation was the basis for instructing the four evaluators.

> I said that whenever two grades on a test essay differ by more than one full grade-point (or more than 10 points if you use standard scores) refer the paper to the most experienced reader who has not already graded it for a third independent rating . . .It would be stupid to correlate just the original grades, because the grades you discard have no effect on the students' grades. What you want to compute is the reliability of students' grades, and for that purpose you have to correlate the two ratings that actually determine the grade. In any case, your director of testing or statistical consultant has little cause for complaint. He is used to getting correlation of .30 to .40 between sets of uncorrected grades, and they make the reliability so low that the essay grades are practically meaningless . . . If you discard about 10 percent of extremely aberrant grades and substitute genuinely independent grades of a more experienced reader, you will probably get tetrachorics in the neighborhood of .50, and they bring the reliability of students' grades on one essay up to .67. Then, as we have seen, all you have to do is to secure a second essay, graded in the same way to attain a reliability of .80 (17:35).

After the training and after watching the evaluators use this grading scale, the researcher was assured of its efficacy. Most papers were graded within the prescribed grade range. Many received the same grade from two different evaluators. Those few that did differ were easily resolved by the third grader. No more than a half dozen required the fourth evaluation. Fagin, Cooper and Jensen's description and full account in their resource text, Measures For Research and Evaluation in the English Language Arts, concurred with these findings. In their analysis of the scale which was found under its official title, the E.T.S. Composition Evaluation Scales by Diederich, French and Carlton, they also addressed the scale's validity and reliability factors.

> Physical Description: The CES was developed by researchers at Educational Testing Service after factor--analytic studies of the reasons teachers give for their judgements of compositions. It is a set of eight scales: ideas, organization, wording, flavor, usage,punctuation, spelling and handwriting. Each scale is marked on a five-point line--with the scales of ideas and organization receiving double weight--yielding a total score of 50. In the full report where CES appears, the high, middle and low points on each scale are described in detail. (This description is found in the appendix) The CES is most appropriately used with expository papers on a set topic. It can be compared with the London Scales for creative or imaginative writing reviewed elsewhere in this section.
>
> The validity of CES resides in its basis in a study of teacher's reasons for their judgements of compositions. Like all rating scales, it has high face and "content" validity, since it is used with whole pieces of written discourse. Diederich claims that with practice teacher-raters can achieve a reliability of .90 for a cumulative total of eight ratings two each on four different papers by the same writer (18:190).

t Test Analysis Applied

Once these samples were evaluated under the constant supervision of the investigator, the scores were then processed to determine if their mean scores were statistically different. In order to determine if the nine research hypotheses were valid or not, the total samples of the experimental and control groups were processed through the t test analysis. Then the samples of both groups were divided according to their reading scores on the CGP tests into halves to assess the gains in the means of the scores between the pre-samples and the post samples of both the experimental and control groups. The total scores, the organization/quality writing score and the sentence structure stylistic flavoring scores of the Diederich scale were also averaged and analyzed by the t test. The level of confidence for the probability percentage was set at the .05 level. This level was considered adequate for a study that lasted only one semester.

Supplementary Data Included

As explained, ASP is a developmental study curriculum formed with the idea of change for improvement as part of its basis. For this reason, the instructors as a matter of course met frequently to discuss their progress and to present their assessment of student progress. Pre and post tests in the subject areas were given to the students so that a post semester evaluation of the program could be made and plans for future innovation may be developed. Some of these data and these professional assessments provided additional insight and explanation for this study's analysis.

Specifically the following three steps were taken to provide collaborating data:

1. The results of the pre and post test scores of the ETS/CGP Written Expression Placement Test, Part II taken by the ASP students were obtained, and their averages analyzed by the t test.

2. The final grades earned by the sampled students in English 100 (control and experimental groups) were obtained to be compared with the findings of this study.

3. The comments, discussions, and personal evaluations expressed by the faculty during group sessions and ASP Staff Meetings that related to the study were included to provide collaboration to the study's findings and conclusions.

Summary

This study took place in the following manner:

1. Fifty-four (54) students who participated in ASP and forty-eight (48) students who participated in English 100 classes outside of ASP formed respectively the experimental and control groups of the study.
2. It was agreed by the eight instructors involved in the study to assign those students two samples of writing, one to be given early in the Fall, 1978 semester and one during the fifteenth or sixteenth week of the same semester. These were written on topics selected beforehand by the instructors as ones that would demonstrate their students' abilities to write descriptive, explanatory themes (the pre-sample) and descriptive comparison themes (the post sample).
3. These 204 samples were xeroxed by the researcher so that the evaluators of the papers would not know what evaluations were made by the instructors on these assigned themes. Thus the four evaluators who were thoroughly trained in the use of the Diederich writing

scale known as the ETS/CES scale, graded the papers as though they just came from the students' hands.

4. After these papers were graded with a high level of reliability (at least a $p < .80$) the total scores as well as specific segment scores were analyzed by the use of the t test. Further analysis of the scores by the use of the t test was made by dividing the samples into halves according to the students' equivalent reading scores gained from a CGP reading test administered to both groups early in the semester. The level of confidence for the t test analysis was set at $p < .05$.

The results of these analyses and other supplementary data that helped to determine the outcome of the study's nine hypotheses that were presented in this chapter will be found in the next chapter.

CHAPTER IV

REPORT OF THE FINDINGS

This chapter will present the study's findings according to the order of the stated hypotheses found in Chapter III. Supplementary data will then be presented, i.e., the t test analysis of the ETS/CGP Written English Expression Test, Part II, taken only by the experimental group and the grades earned in English 100 by the sampled students in the experimental and control groups. Before these data are reported, some qualifications regarding the use of the t test in this study might provide more understanding regarding the findings to be reported.

The t test is in essence a ratio between the sample mean difference and the standard error of that difference. One of its features is the fact that the sampling distribution of the t departs from normality even when small samples are used. However, when one considers solely the interpretation of the sampling distribution of the t as sample sizes get smaller and all other factors remain equal, a larger value of t is needed to gain a particular value of probability. On the other hand, as sample sizes get larger a smaller value of t would suffice.

The small populations that resulted when the unequivalent readers were eliminated and divided into halves might well have had an effect on the significance of the results. Because there was a sizeable variety [illegible] the distributions of the score in the two samples, the investigator decided to include in his reporting of each t test score, the degrees of freedom, and the value of probability, and the standard deviation difference. These data will appear in two tables that contain the results related to the hypotheses--one, containing the data on the groups' means and the other, containing the results of the t test.

Results of the Tested Hypotheses

The first hypothesis stated: ASP students (experimental group) would show significant gains in the total score according to the Diederich writing scale (ETS/CES in contrast to the non-ASP students (control group). The pre and post means and the t score data are found in tables 3 and 4.

Table 3

Pre and Post Means of the Total Scores of the Samples Written by the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	27.046	26.250	-.796
Control Group	29.593	29.729	+.136

Table 4

t Test Results of the Total Scores (Pre and Post) of the Samples Written by the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	54	48
t Test Scores	.933	.068
Degrees of Freedom	53	47
Standard Deviation Difference	5.822	13.612
Level of Probability	$p < 0.5$	$p < 0.8$

The results show that the control group made a gain, while the experimental group suffered a loss. These results were in direct contrast to what had been expected or predicted. Neither mean differences were less than the .05 level of confidence.

The second hypothesis of the study stated: ASP students in the equivalent top half reading level as determined by the ETS/CGP reading tests would show more significant gains in the scoring according to the Diederich scale than would the equivalent top half reading level students found in the non-ASP group. The means and the results of the t test scores along with the other related data for the control and experimental groups are found in tables 5 and 6.

Table 5

Pre and Post Means of the Total Scores of Samples Written by the Equivalent Top Half Reading Level Students of the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	28.805	27.916	-.899
Control Group	31.807	26.88	-4.923

Table 6

t Test Results of the Total Scores (Pre and Post) of the Samples Written by the Equivalent Top Half Reading Level Students of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	.508	2.078
Degrees of Freedom	17	12
Standard Deviation Difference	7.411	8.538
Level of Probability	$p<0.8$	$p<0.1$

In this set of data both groups showed losses rather than gains. The loss shown by the control group is rather larger than that shown by the experimental group. Again the results were opposite from what was predicted, therefore hypothesis two was rejected.

Hypothesis three stated: ASP students ranked in the equivalent bottom half reading level as determined by the ETS/CGP reading test would show more gains in the total score according to the Diederich writing scale than would the equivalent bottom half readers in the control group. The results for the means and t Test scores are found in tables 7 and 8.

Table 7

Pre and Post Means of the Total Scores of Samples
Written by the Equivalent Bottom Half Reading
Level Students of the Experimental and
Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	26.780	26.527	-.253
Control Group	22.730	25.307	+ 2.577

The results shown in tables 7 and 8 reveal the unexpected. This time the control group sample showed a gain in their writing score averages, while the experimental group sample showed a slight loss. Again though the results did not support the research prediction, therefore hypothesis three was rejected.

Hypothesis four stated: ASP students would score significantly higher than non-ASP students in the quality and development of ideas section of the Diederich scale. The results are presented in tables 9 and 10.

Table 8

t Test Results of the Total Scores (Pre and Post) of the Samples Written by the Equivalent Bottom Half Level Students of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	.205	1.645
Degrees of Freedom	17	12
Standard Deviation Difference	5.134	5.645
Level of Probability	$p < 0.8$	$p < 0.2$

Table 9

Pre and Post Means of the Quality and Development of Ideas Scores of the Samples Written by the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	13.362	13.064	-.298
Control Group	14.010	14.062	+.052

Table 10

t Test Results of the Quality and Development of Ideas Scores (Pre and Post) of the Samples Written by the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	54	48
t Test Scores	.469	.043
Degrees of Freedom	53	47
Standard Deviation Difference	4.635	8.275
Level of Probability	$p < 0.8$	$p < 0.8$

The results displayed in tables 9 and 10 are similar to the results registered for the first hypothesis, only here the differences are even smaller between the two groups. In both instances though the experimental group showed a small loss while the control group showed a small gain. Nonetheless, the results are opposite from what was hoped for. Therefore, hypothesis four was rejected.

Hypothesis five stated that the ASP students in the equivalent top half reading level would show more gain in the quality and development of ideas section of the Diederich scale than would the equivalent top half readers in the control group. Tables 11 and 12 contain the results of the statistical analyses.

Table 11

Pre and Post Means of the Quality and Development of Ideas Section of the Samples Written by the Top Half Reading Level of the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	14.16	14.04	-.14
Control Group	14.615	12.884	-1.731

Table 12

t Test Results of the Quality and Development of Ideas Scores (Pre and Post) of the Samples Written by the Top Half Reading Level of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	.113	.928
Degrees of Freedom	17	12
Standard Deviation Difference	4.961	6.722
Level of Probability	$p<0.8$	$p<0.5$

As was the case with hypothesis two, the results of this hypothesis showed that the control and the experimental group suffered a loss in their post scores. Again the loss of the experimental group was less than that of the control group Regardless of this outcome, the experimental group did not show results that were suggested as favorable ones, so hypothesis five was rejected.

Hypothesis six stated that ASP students in the equivalent bottom half reading level would show more gain in the quality and development of ideas section of the Diederich scale than would the equivalent bottom half readers in the control group. The results of the pre and post averages and the t test data are presented in tables 13 and 14.

Table 13

Pre and Post Means of the Quality and Development of Ideas Section of the Samples Written by the Bottom Half Reading Level of the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	13.055	13.222	+.167
Control Group	9.807	11.153	+2.192

For the first time, the results of both groups indicated gains in the post scores. The gains in the control group exceeded the gains in the experimental group, although neither gain came close to the .05 level of confidence. For these reasons hypothesis six was rejected.

Table 14

t Test Results of the Quality and Development of Ideas Scores (Pre and Post) of the Samples Written by the Bottom Half Reading Level of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	.153	2.213
Degrees of Freedom	17	12
Standard Deviation Difference	4.928	.1346
Level of Probability	$p < 0.8$	$p < 0.1$

Hypothesis seven stated that the ASP students would score significantly higher than non-ASP students in the wording and phrasing section of the Diederich scale. Tables 15 and 16 show the pre and post means and the t test scores of the experimental and control groups. Unlike the results of hypotheses one and four where the control group showed gains, while the experimental groups showed losses, this time both groups showed losses. However, the mean difference in both instances are very small. Nonetheless, the results were not those indicated by the research hypothesis, therefore hypothesis seven was rejected.

Table 15

Pre and Post Mean of the Wording and Phrasing Section of the Samples Written by the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	7.527	7.055	-.611
Control Group	8.718	8.250	-.468

Table 15

t Test Results of the Wording and Phrasing Scores (Pre and Post) of the Samples Written by the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	54	48
t Test Scores	1.804	.765
Degrees of Freedom	53	47
Standard Deviation Difference	2.488	4.244
Level of Probability	$p < 0.1$	$p < 0.8$

Hypothesis eight stated that ASP students in the equivalent top half reading level would show more gain in the wording and phrasing section of the Diederich scale than would the equivalent top half readers in the control group. The results of the statistical analyses are found in tables 17 and 13.

Table 17

Pre and Post Means of the Wording and Phrasing Section of the Samples Written by the Equivalent Top Half Reading level Students of the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	8.166	7.416	-.750
Control Group	9.576	7.269	-2.307

Table 18

t Test Results of the Wording and Phrasing Scores (Pre and Post) of the Samples Written by the Equivalent Top Half Reading Level of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	1.163	2.992
Degrees of Freedom	17	12
Standard Deviation Difference	2.734	2.780
Level of Probability	$p < 0.2$	$p < .02$

The pattern of the top half reading level students in the control group showing a loss continued in this section of the writing scale. The experimental group also showed a loss, but as in previous results, its loss was rather less. Regardless, the results were contrary to findings indicated in the research hypothesis. Therefore, hypothesis eight was rejected.

Hypothesis nine stated that ASP students in the equivalent bottom half reading level would show more gain in the wording and phrasing section of the Diederich scale than would the equivalent bottom half reading level students in the control group. Tables 19 and 20 contain the results of these comparisons.

Table 19

Pre and Post Means of the Wording and Phrasing Section of the Samples Written by the Equivalent Bottom Half Reading Level Students of the Experimental and Control Groups

	Pre Sample Mean	Post Sample Mean	Mean Difference
Experimental Group	7.416	6.75	-.666
Control Group	7.038	7.384	+.346

These results were in keeping with the dominant pattern found in the previous results in that the experimental group showed a slight loss while the control group showed a slight gain in their post averages. Regardless, the results were in contrast to those that were predicted in the research hypothesis. Therefore hypothesis nine was rejected.

Table 20

t Test Results of the Wording and Phrasing Scores (Pre and Post) of the Samples Written by the Equivalent Bottom Half Reading Level of the Experimental and Control Groups

	Experimental Group	Control Group
Sample N	18	13
t Test Scores	1.307	.433
Degrees of Freedom	17	12
Standard Deviation Difference	2.162	2.88
Level of Probability	$p < 0.5$	$p < 0.5$

Results of Supplementary Data

As previously indicated, the instructors of the experimental ASP classes tested their students with a pre and post test (the CGP/ETS Written Expression Test, Part II) to determine if their students had made gains in their written expression skills. The results of these tests were included in this study, but only the samples of those students who were part of the experimental group were included. In other words, the ASP instructors gave these tests to all of their students. The results reported in tables 21 and 22 contain only those of the students who were part of this study. The number of samples had diminished from 54 to 47 because not all the students took both the pre and post tests. Absence during the periods these tests were given was the main reason the missing students were not tested.

Table 21

Pre and Post Means of the CGP/ETS Written English Expression Test for the Experimental Group

	Mean of the Pre Test Scores	Mean of the Post Test Scores	Mean Difference
Experimental Group	18.680	22.829	+4.149
N=47			

Table 22

t Test Results of the CGP/ETS Written English Expression Test (Pre and Post) of the Experimental Group

Sample Number	t Test Score	Degrees of Freedom	Standard Deviation Difference	Mean Difference
47	4.862	46	5.849	$p < .005$

The findings indicated in tables 21 and 22 clearly demonstrated that the students made a substantial gain in their written expression skills.

Table 23 contains the final grades earned by the experimental and control groups in English 100. The grading system at Catonsville Community College might be considered somewhat unconventional. While the traditional grade of A through D are maintained, the F grade had been replaced by the "X" grade. As stated in Chapter I, English 100 also provides the option grades of "S" and "U." The "S" (Satisfactory) grade does not give the student credit for the course, but does allow the student to register for a regular English 101 or the traditional freshman composition course. The student who received a "U" had to repeat English 100 or the five-hour-a-week developmental section of freshman composition which meant that he might or might not receive credit for his repetition of the course. That is, if he earned an "S" grade, he would still have to register for English 101 to gain credit for the freshman composition course. If he earned a grade of D or better in English 100, then the student need not repeat the course; the requirement had been met in his English 100 work.

The fact that the experimental group by and large did not receive credit for the English 100 course seemed to indicate that the outcome of the rejection of the nine hypotheses was in keeping with the grade evaluations made by the experimental group's instructors. Conversely, the earning of credit with so many students in the C and B range as shown earned by the control group seemed to indicate that the evaluation of the control group's instructors were not in agreement with the results of the findings based on the pre and post samples analyzed for this study.

Table 23

Distribution of the Final Grades Earned by the Experimental and Control Groups in English 100

Grades	Distribution of Grades Earned by the Experimental Group	Distribution of Grades Earned by the Control Group
A	0	2
B	0	11
C	1	24
D	1	9
X	4	0
S	44	1
U	4	1

What this conflicting outcome may mean, as well as what might be concluded from the other results reported in this chapter will be discussed in Chapter V. Also recommendations for the improvement of ASP and for further study will be presented.

Summary

Chapter IV reported the results of the t test analysis that was applied to the nine hypotheses stated in Chapter III. None of the hypotheses were accepted as the control group scores generally showed gains while the experimental group scores usually showed losses. None of the findings reached the .05 level of confidence.

Two supplementary data were also reported--the t test results of the CGP/ETS Written Expression Test (pre and post) for the experimental group and the distribution of the final grades earned by both groups in their English 100 course.

The meaning of and the conclusions to be drawn from these findings will be found in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study was an effort to continue to evaluate the effectiveness of the Advancement Studies Program that was expanded in September, 1977. At that time it was designed to teach approximately two hundred freshmen at Catonsville Community College who were found to be in need of learning the fundamental skills of reading, writing and arithmatic. The program consisted primarily of three core subjects--CLS 111, a reading, study course; English 100, a five-hour freshman composition course with an option of stressing language fundamentals; and HP 101, a course that stressed the development of personal and career goals. After its first year (1977-78) a general assessment of the program (the Linkz report) was made. It stated in broad terms that the ASP faculty ably assisted its students, that its facilities were most accommodating and that the retention of ASP students was greater than non-ASP students.

Because its original intention was to provide some general observations about ASP so that immediate improvements could be made, the findings of the report were incomplete. In addition to recommending that potential ASP students be screened more carefully so that only the very academically weak students be admitted, the report recommended that further study of the program's effectiveness be made.

The present investigation focused on three specific questions:

1. Did ASP succeed in improving its students' writing abilities?
2. To what extent did their writing show improvement as compared with similar non-ASP writing students?
3. To what degree did the reading abilities of ASP and non-ASP students affect their writing abilities?

In the course of this study, the early beginnings of ASP were presented stressing the idea that the program was modeled on the theories of developmental learning espoused by Roueche, Glasser, Bloom, Carroll and Cross.

Also established in the early part of the study was the fact that there were a number of studies that used GPA, standard tests, retention and other similar devices to test the effectiveness of students' gains in their writing skills. To expand the understanding of what changes in actual student writing abilities can occur when students are treated to the learning experience offered by ASP and other similar developmental programs, this researcher decided to evaluate actual samples written by students as part of their class work. These students' samples were to be assessed by use of the Diederich scale (ETS/CES).

Accordingly, an experimental group and a control group were designated, nine hypotheses were stated and the procedures were established. Fifty-four ASP students and forty-eight non-

ASP who took English 100 during the 1978 fall semester at CCC composed the experimental and control groups respectively. Eight instructors, four from ASP and four teaching English 100 outside of ASP agreed to give these students a pre-sample written by their students in their classes during late September and a post sample during early January. They agreed on the same topic choices to be offered to these students. Meanwhile the reading abilities of these students were ascertained by administering Part II of the ETS/CGP test so that equivalent reading groups could be compared to determine what effect, if any, the students' reading abilities might have on improving their writing abilities.

These procedures were followed so that nine hypotheses were developed that declared that ASP students would show more improvements in their writing abilities than would the control group of non-ASP students. These improvements would be indicated by ASP students gaining significantly higher averages than non-ASP students on the total scores of the Diederich writing scale as well as on the sections of the scale that pertained to quality and development of ideas and to the style and wording of the students' writing. A t test analysis of the scores was to determine the significant gains at a probability level of less that .05 ($p < .05$).

The results, that were obtained after evaluating the 204 samples in the manner proposed by Diederich in his text Measuring the Growth of English, led to the rejection of the nine research hypotheses. The ASP students not only did not show greater improvement in their writing skills over the non-ASP students, but failed to show any gain whatsoever. There were some signs of less loss among the top half readers of the experimental group than were the losses found among the top half level readers in the control group. On the whole, however, the control group showed slight gains. An explanation of these results will be forthcoming in the conclusion section of this chapter.

Conclusions

This study was made with the intention of evaluating ASP's effectiveness in teaching its students and writing skills expected of college students. There were difficulties that were encountered and limitations that affected its significance as discussed in Chapter III. Despite these drawbacks, enough evidence was provided to indicate, that at the present time and using the present techniques, ASP is not significantly affecting the students' abilities to write competently on the college level. There was evidence also that non-ASP students are not making adequate writing skills gains to prepare them for the minimum requirements expected from a college student. The English 100 courses' effectiveness in instructing developmental students the skill of writing was shown to be lacking.

There may have been some extenuating circumstances that brought about these unexpected outcomes.

1. The timing of the post sample may well have caused a lack of concern on the part of the students. At the end of the semester, there possibly was a "let-down" in student motiva-

tion as the students may have considered that for the most part the course was over. This situation may be especially true of English 100 students who decided to strive for the "S" grade rather than for the three credits and a grade of A to D. Because English 100 offers the option to the student of either attempting to gain the three credits by fulfilling the requirements of the conventional freshman composition course or of concentrating solely on mastering the essential language skills, instructors frequently change the emphasis of their course. This change occurs particularly when the instructors see that the majority of their students require the basics and are not prepared for the more difficult and advanced work. This was one of the flexible devices that have allowed more individual instruction. The students continue to write paragraphs and themes, but they know that their work will not be evaluated primarily on its content and development because spelling and mechanics have become the major concern. They are taught the rudiments of rhetoric in preparation for the requirements of English 101; but they frequently are not held in strict account for the rhetorical principles that they are taught. Many students, however, believe they can eventually meet the standards required for the gaining of English 101 credits so they continue to pursue their written assignments with intensity. During the final weeks of the semester, nevertheless, many of the students as well as their instructors know the impossibility of their achieving their English 101 goals.

They, therefore, accept the reality that if they continue to show mastery over the mechanics of the language, they will at least receive the "S" which allows them to pass on to English 101 without repeating English 100.

The experimental students knew that they were assured of their "S" grade. They were not going to receive credit for their writing efforts; they had proved in quizzes and small samples of writing that they had mastered the mechanics of language that they needed to know. This "let-down" attitude may explain why the top half equivalent readers in the control group did not show gain, but actually showed loss. They may have felt that they had earned whatever grade they were going to receive and that the last inclass assignment was more of a formality than a crucial factor in the awarding of their grade.

Conversely, the first sample was written under different psychological motivation. This writing was their first impression that they were making upon their instructor. They were fresh and determined. This initial work may have had greater significance to these students.

2. Regardless of the timing factor, most instructors would expect that students who were really advancing in a particular skill would show some sign of gain, even if the gain was not statistically significant. So what may have been a major obstacle was the testing procedure itself which required proficiency in advanced writing skills. Asking stu-

dents to perform well on an inclass writing assignment may be challenge enough, but to require inadequately prepared students with very weak reading skills to write a theme that contains quality ideas and strong organization, as well as a sense of style and effective wording and phrasing may be requiring too much from extremely weak developmental students. As Stiles reported in her study, these developmental students are so preoccupied with the mechanics of writing such as spelling and punctuation, that they did not focus their attention upon the broader concepts expected of worthy expository writing.

3. Another factor to be considered when assessing the outcome of this study's results might be to focus on what was probably emphasized throughout the course of study. English 100 offered the opportunity to gain three credits provided that the student could master the skills of organization and development of quality content. Once the students realized, however, that they could not master these broader skills until they mastered the fundamentals of grammar and usage, they abandoned the effort, as did their instructors. The net result was that the course really became one that accented the fundamentals of language skills and only brought in the higher and more challenging skills now and again as a preparation for what the students would have to master if they were studying to satisfy the requirements for English 101. As was reported, 44 of the experimental students were awarded the "S" grade. This might have been a major factor that explained why the experimental group failed to show gains in their post writing samples.

4. For the control group, this explanation did not apply. As a matter of fact, the granting of 2 A's and 11 B's was a matter of concern. "A" and "B" students should be expected to write well and to show significant gains in most of their efforts. Of course, each instructor has his/her concept of what these grades should mean, but based on the samples provided this researcher, the awarding of these grades appear most questionable. There may always be the contention that two pieces of writing cannot determine what students were truly capable of, particularly when these samples were written during class. This circumstance might not allow ample time for students to reflect and to edit their work as carefully and deliberately as they might have if they had written an at-home assignment. Yet the gains reported were so slight and (except in a few instances) insignificant that one might consider that these results indicate that English 100 is not, for the most part, really preparing these students adequately. The Linkz report in its summary remarks, briefly, suggested that because of the seemingly higher grades earned by the English 100 non-ASP students, who were of the same academic background as the ASP students, there may have been some questions concerning the efficacy of English 100. In essence, this second study of ASP has confirmed this suspicion.

5. The role of reading abilities in aiding students to write better or to learn to write more easily was another aspect of this study that deserves comment. Obviously, the reading levels of the experimental group did not assist to

a significant extent, yet it should be noted that the equivalent top half readers in the experimental group did show much less loss than did the control group's and the top half's writing scores were better than the bottom half's. While there was no clear conclusion to be drawn here, there was an indication that perhaps the reading levels of the equivalent groups were not developed sufficiently to help them in their writing skills.

What might be suggested is that students' reading abilities may have to be rather advanced before they begin to influence the students' writing abilities.

Too many findings and reports have indicated that there is a correlation between reading abilities and writing abilities. What might be inferred is that ASP reading and English courses must stress reading development to a greater degree if the reading elements are to have an impact on the writing skills of the program. What was rather clear from the study's findings was that at the present time the reading abilities of the sampled ASP students did not affect their writing performances.

6. Another major drawback that could possibly explain the negative findings of this study was the limited time given the ASP studies. Other reports (Farrell, Losak, Lovejoy, Craig) shared similar negative results because of the limited time alloted to their treatment. Another factor to consider is that to try to rectify student learning disabilities after the pre-college school systems have been struggling with the pro-

blems for at least twelve years may be expecting too much from the efforts of a two-year college. Overcoming writing deficiencies, particularly with students who have severe reading problems or deficiencies in one semester's time may simply be attempting to do the impossible.

Yet the results of the ETS/CGP Written Expression test showed that the students can learn some writing skills. The ASP reading instructors have consistently reported that there have been gains made by their students. How great these gains were might be questionable. For students whose academic aptitudes have been weak throughout their school years, the expectation to make significant gains in one semester may simply be unrealistic.

This study clearly showed that the four month period was inadequate for these students to develop the higher skills of writing that were looked for. Furthermore, it might be suggested that the reading development needs more time to grow before significant gains will be noted.

In summary, then the following conclusions based on the results of this study were evident:

1. ASP students did not show any gains in the broader areas of writing, i.e., organization, quality of ideas, style and effective wording or phrasing.
2. Since non-ASP writers did not show gains of any great significance, the effectiveness of the present course structure and content of English 100 must be questioned.
3. The reading skills of ASP students had not developed sufficiently to have any direct bearing on the improvement of their writing skills.
4. ASP students had made significant gains in the fun-

damentals of language skills, i.e., grammar and sentence structure.

5. The one semester, four-month time span allowed for the improvement of the advanced writing skills was not a sufficient time period to bring about meaningful change.

Supplementary Observations

Several major observations made by the instructors and counselors in ASP should be offered in this conclusion. The instructors when hearing of the results while not pleased were not surprised. They recognized that this group of students were far less prepared than were students they had encountered in the first year of ASP's existence (1977). They felt that with the presence of the student aides, the availability of the many helpful materials in the English Lab and the structure of ASP, they really were in a position of doing all that could be done for these very academically weak students. They were realistic, although frequently discouraged, concerning the students' progress, but again they realized that the requirements set for gaining three credits in English 100 by these students were impossible for most of their students to meet. Together with the counselors, and student aides, the instructors obviously were able to convince the students of the need to achieve the fundamentals of writing before branching out to the more complex and challenging aspects of expository writing.

Usually when the students take the option, they lose interest and eventually withdraw from the course. As can be seen from the results of the study this phenomenon did not occur. The instructors were impressed by these events. They believed that students needed the credit incentive to remain in a course. They conjectured that possibly the learning atmosphere, along with the concern, shown by the ASP faculty and staff kept the students there. After all, they were learning something, perhaps for many, they were really learning for the first time in their lives. For this reason the work was kept at a level at which they could master.

Some instructors observed that the stick-to-itness was a sign of the times. All the publicity about the need to return to the basics, along with the acknowledgement that many students were passing their courses but failing their future, may have been a major factor to explain why so many students were willing to work through an entire semester even though they would not be given course credit.

Less optimistic members of the ASP faculty suggested that this occurrence may be based on the idea that in the students' minds, they believed that the instructor might change his/her mind and, at the last minute, give the student a letter grade that would yield three credits. Yet, this explanation appeared unsatisfactory as the students were enrolled in the human potential course where they were constantly made aware of the need to fulfill their responsibilities while not expecting to have privileges granted them without their earning them.

This retention of students under these circumstances along with the fact that the students continued to perform their assignments was a favorable compliment to the program. While the writing objectives required of college freshman were not being achieved, the students were apparently learning fundamentals that they had not learned during their previous years of schooling--fundamentals that were needed before these students could learn the higher skills of writing.

One counselor who interviewed a number of students to determine what they thought of the ASP program, ironically discovered that many of the students thought the faculty were being too lenient with them. They were pleased with the program and with the college in general. Observations and comments from those involved with ASP then indicate that although the expected writing gains were not achieved, significant educational progress had been made.

Recommendations

Based on the findings and the conclusions of this study several recommendations regarding the improvement of ASP and similar programs become evident. Also suggestions for further studies will be proposed.

To improve the ASP format the following recommendations are presented:

1. Change the required content of English 100 by dividing the courses's content between two semesters. During the first semester the fundamentals of language skills should be emphasized. The second semester would develop the higher or broader skills of writing,i.e., organization, development of ideas, style and phrasing.

2. Greater emphasis should be placed on reading development. Not only should a follow-up course to CLS 111 be developed but the instructors of English should include more emphasis on reading skills by helping students

understand what quality of ideas, organizational patterns as well as effective style are evident in the pieces of literature that are examined. While many teachers of English may use rehtorical readers to set patterns for their student writers, they fail to teach them how to appreciate these concepts as part of their reading comprehension skills. Students must be taught to recognize effective thinking, inventive ideas and successful phrasing for their own sake. The students should not merely be taught to initate these styles in their attempts to write, but to understand that they can develop techniques of turning a phrase or developing an idea that is truly their own.

3. English 100 as offered to non-ASP students must be reappraised. Most especially, must the awarding of grades to students who have not mastered the skills required of the course be evaluated. Grade inflation and the passing on of unprepared and unskilled student writers might be the unfortunate results of the unfortunate results of the present practices.

To advance understanding of what steps should be taken to affect more favorable outcomes in the teaching of developmental students the skills of expository writing the following recommendations are made for further study:

1. More programs that are presently in existence should evaluate their programs by using methods that test the actual writing produced by students than by evaluating other factors that may indicate success such as retention, attitude surveys, objective tests and grade point averages.
2. Programs that extend beyond one semester especially should evaluate their programs in terms of specific writing gains in order to verify whether the giving of enough time, for students to master skills in this instance the skills of expository writing, is effective or not.
3. Developmental programs that include reading instruction in direct conjunction with their writing programs as well as English courses that include reading comprehension as a significant part of their course should conduct studies to determine if the learning of specific reading critical skills does affect the writing of their developmental students.

4. Programs that stress the use of personalized instruction and competency based instruction techniques should report their findings regarding the writing skills that are learned by their developmental writing students.

5. Because of the possible existence of a great deal of grade inflation, the standards used by instructors of freshman English should be investigated to try to determine if higher standards or a totally different scheme of grading might improve the learning of writing by freshman in general, but by developmental first year students in particular.

APPENDIX

APPENDIX A

An After Note

Partly as a result of the findings of this study and the Linkz report, as well as the dissatisfactions that were being encountered by the faculty of ASP, the program will be fundamentally changed. A decision made by the planning committee of ASP, its faculty, staff and administrator in mid-March, 1979, was to bring about several major changes, or if these changes are refused, to terminate ASP as it is presently organized.

To begin with, English 100 as it now exists will be eliminated. In its stead, a modular, competency-based series will be prepared and offered to all students who lack fundamental language skills. When these students have demonstrated that they have mastered the elements of language mechanics, sentence structure and paragraph structure, they will then be eligible for English 101. The plans stress that all entering students must show their competency in these fundamental writing skills as a preprquisite for English 101.

Furthermore, CLS 111 will undergo a similar change. It will include modules that begin with the problems of fundamental adult illiteracy and will present modules up to the college reading level. While the study indicated that students could be motivated to work without the granting of credits, the planning committee decided that some credits would be granted to students who completed the modules prior to completion of English 101. However,these credits would act as institutional credits until and after the students completed English 101 requirements. In other words, the students will be given part of English 101 credits but not all the credits until they complete English 101.

In addition there are plans to develop a certificate that would be awarded to students who cannot complete the college required courses but do satisfactorily complete the basic writing, reading and mathematical modules. The certificate would indicate that the students had acquired the fundamental skills of literacy and computation. The details of these changes will be worked out during the late spring and summer so that by September, 1979, the new ASP will become the entry level of the General Studies (Education) program that will be required for all students pursuing an A.A. degree.

In a real sense, then, this study confirmed and documented what many were beginning to believe was happening in regard to students' progress in the learning of reading and writing. It has contributed to the staff's taking action that will bring about significant change. ASP as evaluated by this study will be no more. The program was not performing the task it had been assigned. Perhaps this time next spring a new report will show positive results that the proposed criterion reference, mastery-learning program will have produced.

THE ADVANCEMENT STUDIES PROGRAM: A REPORT ON SELECTED PORTIONS OF THE FIRST SEMESTER OF OPERATIONS

Submitted to the Developmental Education Facilitating Team
by the DEFT/ASP Ad Hoc Evaluation Team

June 1978

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SUMMARY

The Advancement Studies Program Evaluation Team used student questionnaire and computer studies to review some basic factors pertaining to the success of the first semester of the ASP. Details of the findings are contained in the body of this report on the following pages. A quick summary of the major findings and unanswered questions are reported below:

From the questionnaire study the ASP-ET concluded that:

(1) the facilities and equipment provided for the ASP are generally adequate and without major deficiencies;
(2) the orientation program for the ASP has had a positive effect in developing group cohesion but has not had as long-term a motivating effect as originally thought;
(3) the writing lab and Learning Resource Center are seen as helpful by ASP students but neither is utilized to any significant extent;
(4) the English portion of the ASP was the most successfully received portion of the program, with all aspects praised by a majority of participants; and
(5) the ASP staff was seen as very helpful, with special praise noted for those teaching the English portion.

From the computer study the ASP-ET concluded that:

(1) the selection process missed many of the neediest students because it used selection criteria that were too high, applied these too soon in order to get the numbers needed in the program, and did not successfully catch up with the poorest students who generally applied the latest;.
(2) the process of informing students about the ASP and suggesting their participation needs to be reviewed to increase the consistency of the message received by each student and to increase the number of students who understand the nature of the program and the need for their participation;
(3) there was not a significant difference in the retention rate of students in ASP related to non-ASP students with similar backgrounds and, since both showed rates in excess of 75%, there is some suggestion that it is our better students who are not retained;
(4) the grades of students in ASP were not significantly different, in most areas, than grades earned by non-ASP students of similar background; and
(5) the A-D grades of students in the control group taking ENG 101 were higher than the A-D grades of ASP students taking ENG 100, suggesting that ENG 101 may need review.

I THE EVALUATION APPROACH

A research team to assist in the evaluation of the newly developed Advancement Studies Program was originated prior to the commencement of instruction. This team has seen as its task the collection of certain forms of data and other input to be shared with the implementing staff toward the end of creating a more responsive and effective program. It has not been the focus of the team to develop an overly statistical analysis; rather, the group has taken a more personal approach and has sought and interpreted subjective information from participants as well as important pieces of information of an objective nature. This report takes its tone from the above approach.

The members of the research team are:

Nina Austin - Nursing and Mental Health
Ruth Gavis - English Language and Literature
Frank Hardman - Engineering and Mathematics
Robert Lynch - Student Personnel Services
Jack Manley - Health, Physical Education and Recreation
Chris O'Kane - Student Personnel Services
Marjorie Plitt - Learning Resources Division

James Linksz, Chair - Humanities

Two principal research tools were developed for use in making the evaluation. The first was a student questionnaire/opinionaire designed to elicit both closed-end and open-end responses from the students involved in the Advancement Studies Program (ASP). The questionnaire instrument (attached as Appendix A) was administered at the conclusion of the fall semester. Of 175 questionnaires distributed, 86 responses (49%) were received. 81 responses (46%) were received on the open-ended portion, encompassing 243 separate comments.

While detailed statistical analyses were not the team's intention, it was felt important to report certain data indicating the likelihood that answers received were, in fact, representative of the total population. Therefore, a P value range is reported as well as the number and percent responding to certain questions. The P value calculation is explained in Appendix B.

The second research tool was the development of two control groups to be used in comparative studies of grades and selection success. Control groups were obtained by receiving from the Computer Center a list of the 481 other new full-time students who met the criteria for inclusion in the ASP, but were not in the program. From these 481, a matched control group was obtained of students whose ACT or SAT and HSQPA matched the ASP students.

Table I-A indicates that ACT/SAT and HSQPA for the Matched Control Group were nearly identical to the ASP students (ACT=13.7 and 13.8, SAT=359.8 and 359.3, and HSQPA=1.64 and 1.66, respectively). The remaining, unmatched students who met the criteria had an average ACT of 7.0, and a HSQPA of 1.54. For comparison, the average ACT composite for all new students was 14.

Table I-A

Comparison of ASP and Control Group Criteria

	ASP Students n=178	"Matched" Control Group Students n=168	"Non-Matched" Control Group Students n=313
Average ACT Composite	13.8	13.7	7.0
Average SAT Verbal	359.3	359.8	---
Average H.S.Q.P.A.*	1.66	1.64	1.54

*High School Quality Point Average

The results of the questionnaire study and comparative statistical data from the computer study are reported and referenced throughout the document.

A final note: Because of time pressures, the evaluation team was not able to follow-up either the part-time students in the ASP program or those involved in a special Business-cluster portion of Advancement Studies. We would strongly recommend that longitudinal studies be undertaken, especially of the latter group.

II. THE SELECTION PROCESS

From the outset, the Developmental Education Facilitating Team (DEFT) and the faculty involved in the Advancement Studies Program (ASP) were keenly aware that the first year program efforts would have to be restricted to a group of students who could be specifically identified as requiring assistance in developing college level skills. It was decided early in the planning that the ASP could accommodate only 200 persons in its first semester. Accordingly, the Admissions Office was assigned the task of selecting the target population from applicants to the College during the Spring-Summer-Fall of 1977.

The Admissions Office evaluated ACT or SAT scores and the high school quality point averages (HSQPA) for each student whose application for Fall 1977 indicated that the student planned to attend full time. A set of criteria was established (see Appendix C) by which certain combinations of ACT/SAT and HSQPA resulted in the Advancement Studies Program being required or recommended for students who fell below those combinations (e.g., ACT under 15 and HSQPA under 2.3).

When students for whom the ASP was required or recommended came to a one-day orientation, advisement, and registration in June or August, the Advisement Data Sheets (which contain any test scores available, mathematics course placement recommendations, and HSQPA) indicated if the ASP was required or recommended. Academic Advisers, student orientation aides, and other orientation personnel attempted to explain and interpret these recommendations and assisted students in registering for ASP packages. Students who did not wish to participate in the program were not permitted to avoid the program without permission from the Coordinator of Admissions or her designee.

The ASP packages were virtually filled in about mid-August; the allotted spaces were slightly opened at Arena and Late Registrations by the inclusion of a "late-start" ENG 100 and CLS 101, with the result that 200 students were ultimately registered in the Advancement Studies Program.

From Table I, reported earlier, it was learned that many of the very poorest students were not selected for the ASP and that the selection criteria may have been too high. In order to determine if the time of application was a significant determiner of inclusion in the program, the evaluation team studied the timing of applications relative to the ASP and control groups. This data is shown in Table II-A below.

Table II-A

Application Timing by Group

Application Receipt	ASP Students	Matched Control	Non-Matched Control
Through May 1977	72.9%	45.8%	23.2%
June and July 1977	20.7%	24.1%	27.0%
August and September 1977	6.4%	30.1%	49.8%

From the data above we see confirmation of a generally held belief that poorer students apply later. Almost three fourths (72.9%) of the ASP students applied before June, while almost half (49.6%) of the "non-matched" control group applied in August or September. Indeed, of this poorest scoring "non-matched" group, 76.8% applied after June as compared with 54.2% of the "matched" group and only 27.1% of the ASP group.

The data suggest clearly that many of our neediest potential ASP students were missed or closed out of the program, that our criteria for inclusion were too high if we really wanted the poorest group, and that filling the ASP packages early does not reflect the application habits of our less-well-prepared students who may come "cold" to Arena and the late registrations.

The evaluation team also sought subjective responses from students in the ASP regarding their feelings about the selection process. Responding to a questionnaire at the end of the Fall semester, the majority of student respondents felt that they had been clearly informed about ASP and agreed with their placement in the program. However, a significant group felt that the program had not been explained clearly at all. The specific responses and confidence levels are as follows:

Table II-8

Student Response to Selection Process

Question	n	%	P value
When registering understood selection for ASP:			
a. Explained clearly and agreed with selection	39	45.9	56.6-35
b. Explained clearly and disagreed with selection	14	16.5	24.5-8.5
c. Not explained clearly	24	28.2	37.9-18.5
d. Not explained clearly and disagreed with selection	6	7.1	12.6-1.6

The responses suggest that efforts to explain the ASP to incoming students were generally successful. Some attention needs to be paid to the explanation process to increase the percentage of students understanding the ASP and to decrease the number feeling that their placement was unwarranted. Selection personnel should continue to be responsive to feelings of the potential participants in view of the fact that some will feel unfairly selected and/or stigmatized by their selection.

It should also be noted that there were several occasions when Advisers working with individual students felt that the requirement of the ASP for that student was inappropriate, and the student thus received a "mixed message" from college personnel.

III. STUDENT SUCCESS

The computer study was used principally to compare the ASP and Control Group (CG) students on various measures. Comparisons were arranged to shed light on several presumptions made by the team:

(1) That ASP students would persist in their courses longer than non-ASP students;
(2) That ASP students would score better than non-ASP students in their classes;
(3) That ASP students would succeed in their English classes better than non-ASP students taking English;
(4) That ASP students would take fewer courses than non-ASP students and would succeed better as a result.

Grades were utilized for a number of the comparisons. It should be pointed out that there are several shortcomings of using grades which are given by many different faculty under differing circumstances. However, these shortcomings notwithstanding, grades are the tender of success-measurement where no other measures are readily available. Pre and post scores on standardized instruments were not available in making comparisons between groups. It was also not possible to compare the mind-set of students and faculty in the program to see if that had an effect.

With the above cautions in mind, the evaluation team found the following data in its investigations:

Table III-A

Courses and Return Rates

	ASP Group	Matched CG
Average Number of Fall 1977 Courses	5.12	4.76
Percent Returning for Spring 1978	80.4%	78.6%

Regarding the number of courses taken, while the table shows the ASP group taking more courses than the matched control, the principal cause of this is the HPS course taken by the ASP group. Thus, 5 fewer academic courses were taken by the ASP group. However, grade reports cited later in this report did not bear out the presumption that limiting numbers of courses taken would have a positive impact on student grades.

Regarding persistence, and while it was never an avowed purpose of the ASP to improve persistence, the presumptioon that students with an intense group experience would persist at the college better than other similar students was also not supported to any significant degree. The ASP students did not return for Spring 1978 or remain in their Fall calsses at a substantially greater rate than the matched control group students. Again, it may be more significant that the "matched" group persisted as well as they did considering their educational background. They certainly persisted better than the average persistence rate faculty generally believe to exist--especially for poorer students. We may have to re-examine our notions regarding who leaves our classes, which might mean some changes in teacher behavior toward better students.

Table III-B has been prepared to show a number of factors pertaining to grades. The following findings are supported by the data in that array.

Regarding the presumption that ASP students would receive better grades than non-ASP students, the data do not support this belief in every case. In sum,

1 - The ASP students' grades were not better than the grades of the matched control group; they actually "passed" (i.e., grades of A, B, C, D) a slightly smaller percent of their classes, even though HPS grades given should have skewed the result in the other direction;

2 - The ASP MAT 001 students did much better than their control group MAT 001 counterparts;

3 - The ASP ENG 100 and CLS 101 students received fewer grades of A-D than the control group ENG 100 and CLS 101 students (18% vs. 38% and 51% vs. 64%), although grades of A-S resulted in nearly equal percentages for ENG 100 (60% vs. 58%);

4 - The ASP students and their control group counterparts fared about equally in their other ("non-ASP package") courses;

Regarding the presumption that "matched" students would not succeed in ENG 101 as well as ASP students in ENG 100, the data suggests the reverse when grades of A-D are considered, but the difference narrows considerably when grades of A-S are considered for ASP ENG 100.

The evaluation team does not have hard answers for the inevitable questions arising from the above data. Thus, the team has sought to conclude its findings regarding this portion of the study by citing a number of areas/ issues for further exploration:

(1) Perhaps it was unrealistic for the evaluation team to expect that major differences would emerge in the first semester of existence of such a new program;

(2) Perhaps there is a long-term impact of the program that this quick look at only one semester's results cannot ascertain and perhaps ASP students will persist in other courses better and score better than the Control Group;

(3) Perhaps some assumptions were made (e.g., these ASP students were "the least well prepared of our new full-time students") and communicated which caused faculty to behave in such a manner that the ASP students were instructed and assessed in accordance with a "self-fulfilling prophecy;"

TABLE III-B

Fall 1977 Grade Distributions for ASP and Control Group Students

	All Courses		CLS 101		HPS 101		MAT 001		ENG 100		ENG 101		Other	
	ASP (979)	CG (719)	ASP (178)	CG (56)	ASP (157)	CG (--)	ASP (19)	CG (14)	ASP (178)	CG (84)	ASP (—)	CG (48)	ASP (447)	CG (565)
A	8	8	8	14	13	—	5	0	0	4	—	2	10	9
B	16	16	14	16	32	—	16	7	1	7	—	15	17	18
C	19	25	25	25	15	—	21	14	13	19	—	40	20	26
D	6	9	4	9	2	—	11	14	5	8	—	10	10	9
(A-D)	49	59	51	64	62	—	53	36	18	38	—	67	56	62
S	10	3	12	7	0	—	0	0	42	20	—	—	0	0
(A-S)	59	62	63	71	62	—	53	36	60	58	--	67	56	62
U	4	1	7	4	0	—	0	0	14	10	—	0	0	0
X_1	7	8	1	2	5	—	11	7	6	8	—	10	10	8
X_2	15	14	10	11	10	—	32	29	15	17	--	10	18	13
Other X	15	15	20	12	23	—	5	29	5	7	--	12	15	17
(Total X)	37	37	30	25	30	--	47	64	26	32	—	33	43	38

NOTE: Distributions are all reported in percentages, except that the numbers under "ASP" and "CG" are the actual number of grades issued. No ASP student took ENG 101 and no control group student took HPS 101.

(4) Perhaps the program's intensity (of attention, expressed concern, concentrated effort, etc.) was too great--or too little;

(5) Perhaps a special program like the ASP can have only a moderate impact in one semester on students who, after all, were not very far below (our) average to begin with;

(6) Another possibility is that the control group did better than they "should have"--perhaps the control group contained a number of students who were presented with the existence and potential appropriateness of the program, but in rejecting the program either developed or already possessed sufficient motivation to overcome obstacles the College felt were in their way;

(7) Perhaps the findings regarding ENG 101/ENG 100 suggest that ENG 101 needs major revision and not that the results in ENG 100 are inappropriate;

(8) Perhaps teachers in ENG 101 feel more pressure to give out a range of grades than ASP teachers do when they can rely on S and U as well as A-D;

(9) Perhaps the relationship between ENG 100 and ENG 101 needs to be reviewed and comparative, criterion referenced pre-test and post-test analyses need to be done to check learning against grading;

(10) Perhaps the College as a whole needs to look at grade inflation and whether or not its "regular" courses are as collegiate level as required under current circumstances.

In any event, the ASP evaluation may be the first time that a major effort has been made at the very beginning of a program to provide feedback on its success. That alone reflects well on it.

IV. STUDENT IMPRESSIONS

The evaluation team sought principal input from the students participating in the ASP. Faculty members' reactions to similar questions were presumed to have been considered during the on-going meetings held by the ASP staff.

FACILITIES

ASP students were quite content with the physical surroundings provided for their efforts. They reacted well to the location of the classrooms. And they felt no scarcity of equipment or need for different types of equipment in the classrooms. The only slight negative recorded was a felt need for less simultaneous activity within a room. Some students suggested a facility with less noise, better ventilation and windows.

The specific responses and confidence levels are recorded below.

Table IV-A

Facilities and Equipment Reactions

Question	n	%	P Value
1. Convenient location			
a. Yes, good right where it is	82	96.5	92.5-100.0
b. OK, but might be better elsewhere	1	1.2	---
c. No, would be better elsewhere	2	2.4	---
2. Room grouping effectiveness			
a. Yes, great together	63	74.1	83.4-64.8
b. No, don't know what else happening	7	8.2	---
c. Doesn't really matter	15	17.6	25.6-9.6
3. Recommended room changes			
a. seem fine as they are	52	61.2	61.3-61.2
b. too many things happening--should be quieter-hard to concentrate	22	25.9	34.5-17.3
c. too much hallway traffic--need quiet	8	9.4	---
d. need more privacy	6	7.1	---
e. other changes	12	14.1	21.1-7.1
4. Recommended equipment changes			
a. seems fine as is	75	88.2	94.2-82.2
b. too few reading machines	3	3.5	---
c. too few tape recorders	4	4.7	---
d. other needs	4	4.7	---

From the subjective findings provided by responses to facilities questions, it can reasonably be inferred that the location of the ASP classrooms was sufficiently convenient and non-stigmatizing to the participants. No change in the location of ASP should be contemplated. Similarly, no change appears needed in the equipment available for the students--either in number or type provided. Both the size and ventilation of the room, however, seemed to bother students.

Some experimentation might be urged with the arrangements within each room to maximize the quiet provided to students who are studying and to minimize the amount of distraction created by multiple simultaneous activities. For a group of students who might generally be considered to need improvement in study habits and concentration, the blend of enough stimulation and change to prevent boredom plus enough quiet and privacy to prevent distraction should continue to be maintained.

ORIENTATION

Preliminary indications regarding the overwhelming success of the orientation program were not confirmed by the subjective opinionaire administered at semester's end. There was an even split between those who felt that it was a thoroughly satisfactory event and those who felt that the experience may have been understandable but that it did not motivate them. In terms of meeting other students who were also taking the ASP, a conservative majority felt that they gained confidence by knowing other students who needed the same kind of help, and an additional third indicated that it was good knowing that they were not alone or different in needing the ASP.

The specific responses and confidence levels are recorded below.

Table IV-B

Orientation Reactions

Question	n	%	P value
5. Orientation success			
a. Yes, really great	40	47.1	57.6-36.6
b. OK, understood but didn't motivate	40	47.1	57.6-36.6
c. OK, but better explanations needed	2	2.4	---
d. OK, but need to leave stuff out	1	1.2	---
e. No, whole thing was useless	3	3.5	---
6. Did you feel part of the group			
a. Yes, gave me confidence	45	52.9	63.8-42.0
b. OK, I know I'm not alone	30	35.3	46.7-24.9
c. No, prefer being left alone	6	7.1	---

If the purpose of orientation is to "psych-up" the students as in a pep-rally, it seems to be only partially successfully in that regard when viewed by the participants after a lapse of several months. The immediate feedback received just after orientation was certainly more favorable--perhaps more reliable. In any event, there is a clear indication even with time intervening that all but a very few felt relief, and some much more than that, in knowing that a large number of students shared the need for remediation. This suggests that orientation activities should be continued very much as they were originally carried out, with some added attention to demonstrating the benefits of ASP as a motivating tool.

A partial aside: the change over time in the feelings of success of the orientation program suggests that it has little long-term effect. Perhaps that is as it should be. But perhaps there are ways to improve the carryover. Some experimentation has been conducted at other institutions with "teaming" groups of students to provide a closer association, mutual assistance, and improved persistence. Perhaps this "team" approach might work in ASP to increase the motivation of students during at least the orientation phase.

SUPPORT SERVICES

The writing lab and LRC were two important service adjuncts to the ASP, and the research team sought some subjective response regarding the usefulness of these elements. The results were mixed and only marginally revealing. Regarding the writing lab, the majority of respondents felt it was helpful, but a significant portion of those who responded affirmatively said they used it only once or twice. The same general pattern emerged in questions regarding the LRC. The majority felt that the LRC/Library was really helpful, with an even larger portion of the group indicating only one or two uses in a semester.

The specific responses and confidence levels are reported below.

Table IV-C

Support Services Reactions

Question	n	%	P value
7. Did writing lab help			
a. Yes, really helpful	39	45.9	56.5-35.3
b. OK, used once or twice	24	28.2	37.7-18.6
c. Not helpful, used once or twice	9	10.6	17.1-4.1
d. Didn't help at all	0	0	---
e. Didn't use it	13	15.3	22.9-7.7
8. Did use LRC/Library			
a. Yes, real helpful folks	39	45.9	56.6-35.2
b. OK help, used only once or twice	31	36.5	46.9-26.0
c. Tried to use but they were no help	4	4.7	---
d. Didn't use them	9	10.6	17.2-4.0

While it seems clear that the writing lab and LRC/Library are both seen as helpful adjuncts to the program, the responses suggest that use of these supportive elements is scattered at best. Regarding the writing lab, the evaluation team can make no specific suggestions since it seems integral to the program and it may be appropriate that only half the ASP use it. Regarding the LRC/Library, it would seem desirable that it be better integrated into the program and that *all* students be encouraged to use it regularly. While community college students tend to use library resources less frequently than their university counterparts, the ASP might do much to reverse this trend as part of its curriculum.

PROGRAM ELEMENTS

The evaluation team solicited subjective comments on the separate aspects of the ASP in order to determine reactions to the individual elements of the program. The comments were revealing; but some should be interpreted with caution. There is an inherent student confusion between English, Reading, and CLS because of prior exposure to these subjects under one collective heading, usually English in High School. On the other hand, studies of college subject difficulty levels usually reveal English as among those rated most difficult; thus, high marks should be seen as specially commendable considering the nature of the ASP student.

The responding students rated English as the best part of the program, followed a considerable distance afterward by Communication Skills and Human Potential. In general, students felt that classes in HPS and CLS were long, boring, and showed little accomplishment. For CLS, students specifically cited tracking cards and too much reading. For those few who took the Mathematics portion, it ranked below English and above the others, roughly speaking. There was little substantive dissatisfaction with any of the program elements as indicated by the respondents, with HPS clearly the element receiving the most negative response of the group.

The specific responses and confidence levels are reported in Table IV D overleaf.

Clearly, the fact that students selected the English part of the program as most successful should be considered a notable achievement considering the nature of the student group which has probably achieved little success in this subject area before. Student comments cited growth in writing and grammar, and in outlining, paragraphing, and organizing thoughts. Some negative comments were received regarding the need to write essays. Other student comments suggested that it was difficult for them to separate CLS and English, so some credit is due to CLS, as well. That CLS and HPS received much poorer ratings suggests not that they were less important in the package but that students did not feel they were as valuable or as well presented as the ENG component. Even if the top two answer choices--both affirmative--are combined, ENG still emerges the clear choice with 92% as compared with 77% for CLS and 61% for HPS. The 22% who were not impressed with the CLS portion and the 28% who felt similarly negative about the HPS portion suggest that some work needs be done to explain to certain students how all subjects are related and what value each has in the ASP. This need is most evident in regard to HPS which might be seen as a "non-academic" subject which takes time away from taking the college courses. It is important to focus on the principally positive overall response to the components, to point specially to the ENG success, and to consider the possibility of better integrating/ explaining the HPS component. A number of student comments indicated that they had undergone positive change in their general attitude toward understanding classwork.

Table IV-D

Program Elements Reactions

Question	n	%	P value
9. How helpful CLS			
a. Very good	23	27.1	36.5-17.7
b. OK	43	50.6	61.2-40.0
c. Not helpful	19	22.4	31.3-13.4
10. How helpful ENG			
a. Very good	61	71.8	81.4-62.2
b. OK	18	21.2	29.9-21.2
c. Not helpful	6	7.1	12.6-1.6
11. How helpful HPS			
a. Very good	18	21.2	30-12.5
b. OK	34	40	50.0-30.0
c. Not helpful	24	28.2	37.8-18.6
d. Didn't take HPS	8	9.4	15.6-3.2
12. How helpful MAT			
a. Very good	5	4.9	11.0-1.0
b. OK	10	11.8	18.8-4.8
c. Not helpful	2	2.4	---
d. Didn't take MAT	63	74.2	83.8-64.6
13. ASP scheduled conveniently			
a. Yes, no problems	48	56.5	67-45.9
b. Mostly OK - no big problems	32	37.6	47.6-27.6
c. No	4	4.7	---

An aside on scheduling: The committee inserted a question in its survey form related to the scheduling of classes in the ASP. The majority (57%) had no problems with classes scheduled as they were, and an additional 38% indicated they had no big problems with the class schedule.

Some students, however, desired changes in scheduling with recommendations for Math becoming a required subject, all classes meeting more than twice a week, and CLS and HPS either dropped or made more interesting. Some changes were also desired to help students who seemed to have problems with time: getting up on time, getting to class on time, or getting work in on time.

STAFF

The general feelings about ASP staff were a mirror of the program elements responses. The English staff were rated as more helpful than any of the other staff elements, by a significant margin in the most helpful category and in the top two categories of response as well. Next most helpful according to responses were the CLS staff, followed by the tutoring aides, the HPS staff and the MAT faculty in that order. Many students cited the helpfulness and availability of faculty and lab aides. Students felt that questions were answered without making the students feel "stupid" and that individual help was given willingly. Some comments, however, contradicted this, with requests for more and better trained aides for more personal help. (Again, it must be noted that these were very few Mathematics students in the program.) The superior position of the ENG responses is significant under any test of sophisticated statistical analysis.

The specific responses and confidence levels are reported below.

Table IV-E

Staff Reactions

Question	n	%	P value
14. Tutoring aides helpful			
a. Yes, really helped	32	37.6	47.9-27.3
b. OK, somewhat helpful	33	38.8	49.0-28.5
c. OK, didn't hurt	11	12.9	20-5.8
d. No, I wanted but they didn't help	0	0	---
e. I didn't use aides	9	10.6	17.0-4.0
15. CLS teachers helpful			
a. Yes, very helpful	29	34.2	44.2-24.2
b. OK, generally helpful	44	51.8	62.0-41.0
c. No, not very helpful	12	14.1	21.5-6.7
16. ENG teachers helpful			
a. Yes, very helpful	60	70.6	80.4-60.8
b. OK, generally helpful	22	25.9	35.3-16.5
c. No, not very helpful	1	1.2	---
17. HPS teachers helpful			
a. Yes, very helpful	29	34.1	44.1-24.1
b. OK, generally helpful	29	34.1	44.1-24.1
c. No, not very helpful	18	21.2	29.7-12.5
d. Didn't take HPS	8	9.4	15.6-3.2
18. MAT teachers helpful			
a. Yes, very helpful	6	7.1	12.8-1.4
b. OK, generally helpful	4	4.7	9.4-0
c. No, not very helpful	4	4.7	9.4-0
d. Didn't take MAT	63	74.1	84.0-64.0

Without doubt, responses to this question clinch the success of the English portion of the ASP. This should not deter us, however, from noting that the other staff elements were seen as generally helpful and that there were relatively few negative responses even to the staff category lowest in the group. HPS staff were almost twenty percentage points below CLS staff when the top two categories of response are considered and this, while still positive, may suggest a need to look again at this portion of the program. The prior question suggested that HPS was not seen in as good a light as the other elements--whether this is a staff problem or a structural problem with the course should be explored by the ASP teaching team. Also perhaps significant is the generally positive feeling of respondents to the program aides.

ADVANCEMENT STUDIES PROGRAM--STUDENT EVALUATION

Please help us to evaluate the Advancement Studies Program. Circle the letter(s) of the best answer(s) to each question and fill in the blank when an answer you select requires it.

Facilities

1. Is the location of the Advancement Studies Program facilities convenient for you?
   a. Yes, good right where it is
   b. Ok, but might be better in ______________________________
   c. No, would be better located in ___________________________

2. Should the CLS, HPS, ENG, and writing lab all be located in a group of rooms together as they are now?
   a. Yes, great having it all together
   b. No, don't know what else is happening on campus
   c. Doesn't really matter

3. Are there changes you would recommend in the rooms used for the Advancement Studies Program? Circle as many as apply.
   a. Seem fine as they are
   b. Too many things happening at same time--hard to concentrate on studying--should be quieter
   c. Too much traffic in the hallways--need a quieter location
   d. Need more privacy from other students
   e. I'd also like to change ______________________________

4. Are there changes you would recommend in the equipment used or available in the Advancement Studies Program rooms? Circle as many as apply.
   a. Seems fine as is
   b. Too few reading machines
   c. Too few tape recorders
   d. I'd also like to see some ______________________________

Orientation

5. Did the orientation program help make you feel a part of the College and the Advancement Studies Program?
   a. Yes, really was great
   b. Ok, understood everything but didn't motivate me.
   c. Ok, but need to explain better ______________________________
   d. Ok, but need to leave out ______________________________
   e. No, whole thing was useless

6. Did you feel a part of a group all working toward the same goals?
   a. Yes, knowing other students who needed same kind of help gave me confidence to succeed
   b. Ok, at least I know I'm not alone or different
   c. No, would have preferred being left alone

Support Services

7. Did the writing lab help you make progress?
    a. Yes, really helpful
    b. Used only once or twice, was Ok
    c. Used only once or twice, not real helpful
    d. Didn't help at all
    e. Didn't use it

8. Did you make use of the Learning Resource Center/Library
    a. Yes, real helpful folks
    b. Only once or twice--Ok in helping me
    c. Tried to use them but they were no help at all
    d. Didn't use them

Program Elements

9. How helpful was the Reading/Communication Skills (CLS) part of the program?
    a. Very good in helping me to learn study skills and basic language skills
    b. Ok in helping me
    c. Not very helpful because ______________________________

10. How helpful was the Craft of Composition (ENG) part of the program?
    a. Very good in helping me learn freshman English
    b. Ok in helping me
    c. Not very helpful because ______________________________

11. How helpful was the Human Potential (HPS) part of the program?
    a. Very good in helping me see how I could do better
    b. Ok in helping me
    c. Not very helpful because ______________________________
    d. I didn't take the HPS part

12. How helpful was the Math (MAT) part of the program?
    a. Very good in helping me learn Math skills
    b. Ok in helping me
    c. Not very helpful because ______________________________
    d. I didn't take the Math part

13. Were the Advancement Studies Program classes scheduled conveniently?
    a. Yes, no problems
    b. Mostly Ok - no big problems
    c. No, because ______________________________

Staff

14. Were the tutoring aides helpful to you?
    a. Yes, really helped me understand how classroom work related to my work
    b. Ok, were somewhat helpful
    c. Ok, they didn't hurt anything
    d. No, I wanted help but they didn't help
    e. I didn't work with the aides

15. Was the Reading/Communication Skills (CLS) teacher helpful to you?
    a. Yes, very helpful
    b. Ok, generally helpful
    c. No, not very helpful

16. Was the Craft of Composition (ENG) teacher helpful to you?
    a. Yes, very helpful
    b. Ok, generally helpful
    c. No, not very helpful

17. Was the Human Potential (HPS) teacher helpful to you?
    a. Yes, very helpful
    b. Ok, generally helpful
    c. No, not very helpful
    d. Didn't take HPS

18. Was the Math (MAT) teacher helpful to you?
    a. Yes, very helpful
    b. Ok, generally helpful
    c. No, not very helpful
    d. Didn't take MAT

Program Selection

19. When you registered for the fall semester, did you understand why you were selected for the Advancement Study Program?
    a. Yes, it was explained clearly and I agreed
    b. Yes, it was explained clearly, but I disagreed
    c. No, it was not explained clearly
    d. No, it was not explained clearly and I don't agree that I belonged there

20. Have you received adequate help in planning your next semester's courses?
    a. Yes, I got the help I needed
    b. I didn't really get enough
    c. No, because I didn't know where to go for help
    d. I decided I didn't need any help
    e. I didn't need help because I'm not coming back

Summary

21. Now that you have completed one semester of the Advancement Studies Program where have you seen your greatest improvement?

____

____

____

22. Overall, what were the best parts of your experience with the Advancement Study Program?

____

____

____

23. Overall, what were the worst parts of your experience with the Advancement Study Program?

____

____

____

24. What ideas do you have to improve the Advancement Studies Program?

____

____

____

Thanks for helping us evaluate the Advancement Studies Program.

A SCALE FOR GRADING ENGLISH COMPOSITION

Developed by
Paul B. Diederich

1 - Poor 2-Weak. 3-Average 4-Good 5-Excellent Reader ____________

Quality and development of ideas	1 2 3 4 5			
Organization, relevance, movement	1 2 3 4 5	____________	X 5 ÷	____________
		Subtotal		
Style, flavor, individuality	1 2 3 4 5			
Wording & phrasing	1 2 3 4 5	____________	X 3 ÷	____________
		Subtotal		
Grammer, sentence structure	1 2 3 4 5			
Punctuation	1 2 3 4 5			
Spelling	1 2 3 4 5			
Manuscript form, legibility	1 2 3 4 5	____________	X 1 =	____________
		Subtotal		
		Total grade		____________%

"How to Interpret This Scale"

1. This scale weighs content and organization 50 percent, aspects of style 30 percent, and mechanics 20 percent. The multiplication translates the 40-point scale into a 100-point scale.
2. The ratings for each item range from 1 to 5. Regard 1 as the lowest grade, 3 as the average, and 5 as the highest. Use 2 to designate below-average performance but not marked deficiency, and use 4 to designate above-average performance but not marked proficiency. Reading 5 randomly selected papers from a set before you attempt to grade the set will help you to form a realistic notion of 1, 3, and 5 performance for that particular assignment.
3. Observing the following guidelines will also help you to ensure more uniform and consistent grading.
   a. Quality and development of ideas. Grant the writer his choice of subject matter. He was, after all, offered choices dictated by the teacher and should not be penalized by the value you place on one choice as compared to another. Look for how well he has supported his subject and his point of view or attitude toward the subject.
   b. Organization, relevance, movement. a 5 paper will begin with a clear indication of its controlling idea, offer convincingly relevant support, and come to a close. A 1 paper begins anywhere and goes nowhere. A 3 paper may be skimpily but relevantly developed or fully developed but includes some irrelevant material.

c. Style, flavor, individuality. Guard against the temptation to give a low score for the use of substandard English. Papers containing substandard English are often rich in flavor and individuality. Reserve 5 for the truly arresting paper. A single apt, precise or arresting phrase can move a paper from a 3 to a 4.

d. Wording and phrasing. Here is the place to give a low score for an impoverished vocabulary and a high one for apt and precise diction and clear phrasing.

e. Grammar, sentence structure. Low scores should be given for frequent and varied substandard constructions like errors in agreement between subject and verb, in person or tense, faulty reference, and errors in agreement between pronoun and antecedent, dangling constructions.

f. Punctuation. Again, frequent and varied abuses of standard punctuation marks deserve a low score; occasional varied errors in common punctuation marks, a middle score; freedom from common errors, a high score. Errors in the use of the comma, the apostophe, and end punctuation should be regarded as more serious than errors in the use of the semicolon, quotation marks (especially double quotes), parentheses, and brackets. Regard the mistaken presence or absence of the apostrophe as a punctuation error, not a spelling error.

g. Spelling. Give a score of 5 if the writer has misspelled no words; a 4 for one spelling error; a 3 for two spelling errors; a 2 for three spelling errors; and a 1 for four or more errors. This is the only place on the scale where you are to assess spelling. Misspelling the same word several times is only one error.

h. Manuscript form, legibility. Adherence to manuscript form and a clearly readable paper merits a 5. An unreadable paper without margins and without a proper heading merits a score of 1. Perhaps readers should attempt only a 1, 3, or 5 judgment on this item. Do not give a low score for neat cross-outs. (Remember that the students are writing their Project papers in class and that they have been encouraged not to waste time recopying.)

DEFINITION OF POINTS ON THE RATING SCALE

During the past year, English departments in 17 high schools have rated monthly test papers written in class for these eight qualities, each on a scale of 1 (low) to 5 (high). For the benefit of students, high, middle, and low points on each quality were defined in a very simple terms, as follows:

General Merit

1. Ideas

High. The student has given some thought to the topic and has written what he really thinks. He discusses each main point long enough to show clearly what he means. He supports each main point with arguments, examples, or details; he gives the reader some reason for believing it. His points are clearly related to the topic and to the main idea or impression he is trying to get across. No necessary points are overlooked and there is no padding.

Middle. The paper gives the impression that the student does not really believe what he is writing or does not fully realize what it means. He tries to guess what the teacher wants and writes what he thinks will get by. He does not explain his points very clearly or make them come alive to the reader. He writes what he thinks will sound good, not what he believes or knows.

Low. It is either hard to tell what points the student is trying to make or else they are so silly that he would have realized that they made no sense if he had only stopped to think. He is only trying to get something down on paper. He does not explain his points; he only writes them and then goes on to something else, or he repeats them in slightly different words. He does not bother to check his facts, and much of what he writes is obviously untrue. No one believe this sort of writing -- not even the student who wrote it.

2. Organization

High. The paper starts at a good point, moves in a straight line, gets somewhere, and stops at a good point. The paper has plans that the reader can follow; he is never in doubt as to where he is or where he is going. Sometimes there is a little twist near the end that makes the paper come out in a way that the reader does not expect, but it seems quite logical. Main points are treated at greatest length or with greatest emphasis; others, in proportion to their importance.

Middle. The organization of this paper is standardized and conventional. There is usually a one-paragraph introduction, then three main points each treated in one paragraph, and then a conclusion, which often seems tacked on or forced. Some trivial points may be teated in greater detail than important points, and there is usually some dead wood that might better be cut out.

Low. This paper starts anywhere and never gets anywhere. The main points are not clearly separated from one another, and they come in a random order --- as though the students had not given any thought to what he intended to say before he sat down to write. The paper seems to start in one direction, then another, then another, until the reader is lost.

3. Flavor

High. The writing sounds like a person, not a committee. The writer seems quite sincere and candid, and he writes about something he knows -- often from personal experience. You could never mistake this writing for the writing of anyone else. Although the writer may play different roles in different papers, he does not put on airs. He is brave enough to reveal himself just as he is.

Middle. The writer usually tries to appear better or wiser than he really is. He intends to write lofy sentiments and broad generalities. He does not put in the little, homely details that show that he knows what he is talking about. His writing tries to sound impressive. Sometimes it is impersonal and correct but colorless, without personal feeling or imagination.

Low. The writer reveals himself well enough but without meaning to. His thoughts and feelings are those of an uneducated person who does not realize how bad they sound. His way of expressing himself differs from standard English, but it is not his personal style; it is the way uneducated people talk in his neighborhood.

4. Wording.

High. The writer uses a sprinkling of uncommon words or of familiar words in an uncommon setting. He shows an interest in words and in putting them together in slightly unusual ways. Some of his experiments with words may not quite come off, but this is such a promising trait in a young writer that a few mistakes may be forgiven. For the most part he uses words correctly, but he also uses them with imagination.

Middle. The writer is addicted to tired old phrases and hackneyed expressions. If you left a blank in one of his sentences, almost anyone could guess what word he would use at that point. He does not stop to think how to say something; he just says it in the same way as everyone else. A writer may also get a middle rating on this quality if he overdoes his experiments with uncommon words; if he always uses a big word when a little word would serve his purpose better.

Low. The writer uses words so carelessly or inexactly that he gets far too many wrong. These are not intentional experiments with words in which failure may be forgiven; they represent groping for words and using them without regard to their fitness. A paper written entirely in a childish vocabulary may also get a low rating, even if no word is clearly wrong.

Mechanics

5. Grammar, Sentence Structure

High. There are no vulgar of "illiterate" errors in grammar or usage by present standards of informal written English, and there are very few errors in points that have been emphasized in class. The sentence structure is usually correct, even in varied and complicated sentence patterns.

Middle. There are a few serious errors in grammar and several in points that have been emphasized in class, but not enough to obscure meaning. The sentence structure is usually correct in the more familiar sentence patterns, but there are occasional errors in more complicated patterns such as parallelism, subordination, consistency of tenses, reference of pronouns, etc.

Low. There are so many serious errors in grammar and sentence structure that the paper is hard to understand.

6. Punctuation

High. There are no serious violations of rules that have been taught - except slips of the pen. Note, however, that modern editors do not require commas after short introductory phrases, around nonrestrictive clauses, or between short coordinate clauses unless their omission leads to ambiguity or makes the sentence hard to read.

Middle. There are several violations of rules that have been taught -- as many as usually occur in the average paper.

Low. Basic punctuation is omitted or haphazard, resulting in fragments, run-on sentences, etc.

7. Spelling

High. Since this rating scale is most often used for test papers written in class, when there is insufficient time to use the dictionary, spelling standards should be more lenient than for papers written at home. The high paper usually has not more than five misspellings, and these occur in words that are hard to spell. The spelling is consistent; words are not spelled correctly in one sentence and misspelled in another, unless the misspelling appears to be a slip of the pen. If a poor paper has no misspellings, it gets a 5 in spelling.

Middle. There are several spelling errors in hard words and a few violations of basic spelling rules, but no more than one finds in the average paper.

Low. There are so many spelling errors that they interfere with comprehension.

8. Handwriting, Neatness

High. The handwriting is clear, attractive, and well spaced, and the rules of manuscript form have been observed.

Middle. The handwriting is average in legibility and attractiveness. There may be a few violations of rules for manuscript form if there is evidence of some care for the appearance of the page.

Low. The paper is sloppy in appearance and difficult to read.

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LW/gmp
1/11/68

CATONSVILLE COMMUNITY COLLEGE

STUDENT PROFILE
FALL 1978

- Enrollment at Catonsville Community College increased by 275 students to 9997 -- a 3% increase from Fall 1977. Nationally, community colleges show a negligible enrollment increase.

ENROLLMENT CHARACTERISTICS

Part-time students comprise 76% of all students, an increase of 6%. Full-time enrollment decreased by 4% to 24%.

Night-only enrollment increased by 2% to 43% of all students; day enrollment remained the same; and students enrolled both day and night decreased by 2% to 13%.

New and Transfer students account for 38% of all students and Returning and Readmitted students for 62%.

DEMOGRAPHIC CHARACTERISTICS

For the second year, more women than men are attending CCC. Total enrollment shows 52% women and 48% men.

Seventeen percent of CCC's students are ethnic minorities. Black enrollment increased by 1% to 15%.

75.5% of all students enrolled at CCC are Baltimore County residents.

43% of the students this Fall are over age 25.

Required only of new, first-time students, both ACT and SAT scores have increased with the exception of SAT verbal which dropped two points. Compared to other community college students, CCC students score slightly below the national average, except for a higher ACT Social Studies score.

PROGRAM CHARACTERISTICS

55% of all students plan to obtain an AA degree at CCC.

49% attend CCC for vocational reasons -- either to gain training in a new field or upgrade current skills.

40% plan to transfer to a four-year college.

8% attend CCC for personal interest.

3% are enrolled at CCC while completing high school.

43% are enrolled in career programs with an additional 5% 'holding' for Nursing and Mental Health.

11% are in transfer programs and 41% in general studies.

TOTAL ENROLLMENT 9,997

Full-time	2408	24%	Day	4419	44%
Part-time	7589	76%	Night	4310	43%
			Both	1268	13%

Transfer Programs *(including General Education and students on waiting list for nursing and mental health.)*	5731	57%
Career Programs	4266	43%

Black	1461	15%	Men	4803	48%
White	7656	76%	Women	5194	52%
Other	185	2%			
Unknown	695	7%			

New & Transfer	3792	38%
Returned & Readmitted	6205	62%

ENROLLMENT BY PROGRAM

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Transfer*	9%	12%	11%	13%	13%	9%	11%
General Studies *(excluding nursing and mental health)*	45%	39%	42%	37%	36%	46%	41%
Nursing & Mental Health-holding	5%	5%	5%	6%	1%	9%	5%
TOTAL TRANSFER	59%	56%	58%	56%	50%	64%	57%
Career	41%	44%	42%	44%	50%	36%	43%
GRAND TOTAL	100%	100%	100%	100%	100%	100%	100%

*Excluding General Studies

ETHNIC

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Black	18%	12.7%	13%	20%	12.4%	17%	15%
White	73%	79%	77.5%	73.5%	78%	75%	76%
American Indian	.2%	.1%	.1%	.1%	.1%	.1%	.2%
Oriental	1%	.7%	.7%	1%	1%	.7%	1%
Spanish Surnamed	.4%	.4%	.3%	.5%	.5%	.4%	.4%
Other	.4%	.4%	.4%	.6%	.5%	.4%	.4%
Unknown	7%	6.7%	8%	4%	7%	6%	7%

AGE

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
18 or younger	27.4%	2%	6%	27%	11%	13%	12%
19 - 21	20%	29%	18%	51%	27%	24%	26%
22 - 25	16%	22%	22%	11.6%	21%	18.3%	19%
26 - 30	13.4%	18%	20%	6%	19%	14.4%	16%
31 - 40	14%	18%	21%	3%	14%	18.3%	17%
41 - 55	7%	8%	10%	1%	6%	9%	7.5%
56 or older	2%	3%	3%	.3%	2%	3%	2.5%

STUDENT PROFILE
FALL 1978
*(Extrapolated Figures)***

ENROLLMENT BY PROGRAM

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Transfer*	356	749	791	314	619	486	1105
General Studies (excluding nursing and mental health)	1688	2404	3206	886	1718	2374	4092
Nursing & Mental Health-holding	202	332	389	145	43	491	534
TOTAL TRANSFER	2246	3485	4386	1345	2380	3351	5731
Career	1546	2720	3203	1063	2423	1843	4266
GRAND TOTAL	3792	6205	7589	2408	4803	5194	9997

*Excluding General Studies

ETHNIC

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Black	669	792	976	485	597	864	1461
White	2753	4903	5886	1770	3746	3910	7656
American Indian	10	5	11	4	7	8	15
Oriental	46	40	60	26	50	36	86
Spanish Surnamed	17	23	28	12	26	14	40
Other	19	25	29	15	23	21	44
Unknown	278	417	599	96	354	341	695

AGE

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
18 or younger	1039	131	500	670	513	657	1170
19 - 21	764	1823	1356	1231	1327	1260	2587
22 - 25	607	1339	1667	279	996	950	1946
26 - 30	510	1133	1509	134	900	743	1643
31 - 40	531	1114	1582	63	694	951	1645
41 - 55	265	489	730	24	273	481	754
56 or older	76	176	245	7	100	152	252

(Adjusted for 6%)

ANTICIPATED HOURS EMPLOYED AS INDICATED AT TIME OF ADMISSIONS

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Not Employed	2098	2166	3149	1115	1743	2521	4264
1 - 19 hrs.	268	610	459	419	394	484	878
20 - 29 hrs.	440	844	658	626	687	597	1284
30 - 39 hrs.	152	318	371	99	192	278	470
40 - 49 hrs.	796	2188	2840	144	1686	1298	2984
50 or more hrs.	38	79	112	5	101	16	117

(Adjusted for 5.5%)

HIGH SCHOOL QPA

	Transfer and New	Returning	Male	Female	Total
1.99 or less	1289	2406	2161	1534	3695
2.0 - 2.49	963	1740	1410	1293	2703
2.5 - 2.99	819	1076	778	1117	1895
3.0 - 3.49	531	756	375	912	1287
3.5 or above	190	227	79	338	417

(Adjusted for 58%)

PRIMARY AND SECONDARY GOALS

	PRIMARY			SECONDARY		
	Male	Female	Total	Male	Female	Total
1. Obtain AA degree before transfer to four-year school	1767	1243	3010	817	828	1645
2. Obtain some college credits before transfer to four-year school	489	509	998	796	804	1600
3. Take AA degree to gain employment in new field	1047	1453	2500	795	900	1695
4. Get vocational training without AA degree	250	235	485	528	402	930
5. Expand or improve present job skills	890	1019	1909	997	1002	1999
6- 7. Complete some college courses for personal interest. Increase understanding of environment	240	555	795	828	1170	1998
8. Obtain college credits while finishing high school	120	180	300	42	88	130

(Adjusted for 50%)

HIGH SCHOOLS ATTENDED

	New & Transfer	Returning	Total
Catonsville	195	506	701
Lansdowne	123	299	422
Milford Mill	111	214	325
Randallstown	124	191	315
Woodlawn	226	396	622
Other, Baltimore City and County	1696	2855	4551
Other Maryland	310	430	740
Out-of-State	487	716	1203
G.E.D.	175	201	376
Unknown	345	397	742
	3792	6205	9997

RESIDENCE

	New & Transfer	Returning	Total
Baltimore County	2787	4765	7552
Other, Maryland	992	1430	2422
Out-of-State	10	6	16
Out-of-Country	3	4	7
TOTAL	3792	6205	9997

***Data was extrapolated, based upon available responses, to account for missing information due to incomplete student admission or registration forms as well as changes in these forms which affect only recently admitted students.*

AMOUNT OF HOURS EMPLOYED
AS INDICATED AT TIME OF ADMISSIONS

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
Not Employed	55%	35%	42%	46.3%	36.3%	49%	42%
1 - 19 hrs.	7%	10%	6%	17.4%	8.2%	9.3%	9%
20 - 29 hrs.	12%	14%	9%	26%	14.3%	11.4%	13%
30 - 39 hrs.	4%	5%	5%	4.1%	4%	5%	5%
40 - 49 hrs.	21%	35%	37%	6%	35.1%	25%	30%
50 or more hrs.	1%	1%	1%	.2%	2.1%	.3%	1%

HIGH SCHOOL QPA

	Transfer and New	Returning	Part-time	Full-time	Male	Female	Total
1.99 or less	34%	38%	40%	32%	45%	28%	37%
2.0 - 2.49	25%	28%	27%	28%	29%	25%	27%
2.5 - 2.99	22%	18%	17%	21%	16%	22%	19%
3.0 - 3.49	14%	12%	12%	14%	8%	18%	13%
3.5 or above	5%	4%	4%	5%	2%	7%	4%

ACT AND SAT AVERAGE SCORES

Required only of New, first-time, full-time students.

ACT

	Number	Math	English	Social Science	Natural Science	Composite
Average Score	123	12	15	15	17	15
Percentile Rank [1]		24	29	40	31	29
Percentile Rank [2]		34	42	53	43	44

SAT

	Verbal	Math	Total
Average Score	365	413	778
Percentile Rank [1]	28	34	31

[1] Based on scores of students attending all types of colleges and universities.
[2] Based on scores of students attending public, two-year colleges.

PRIMARY AND SECONDARY GOALS

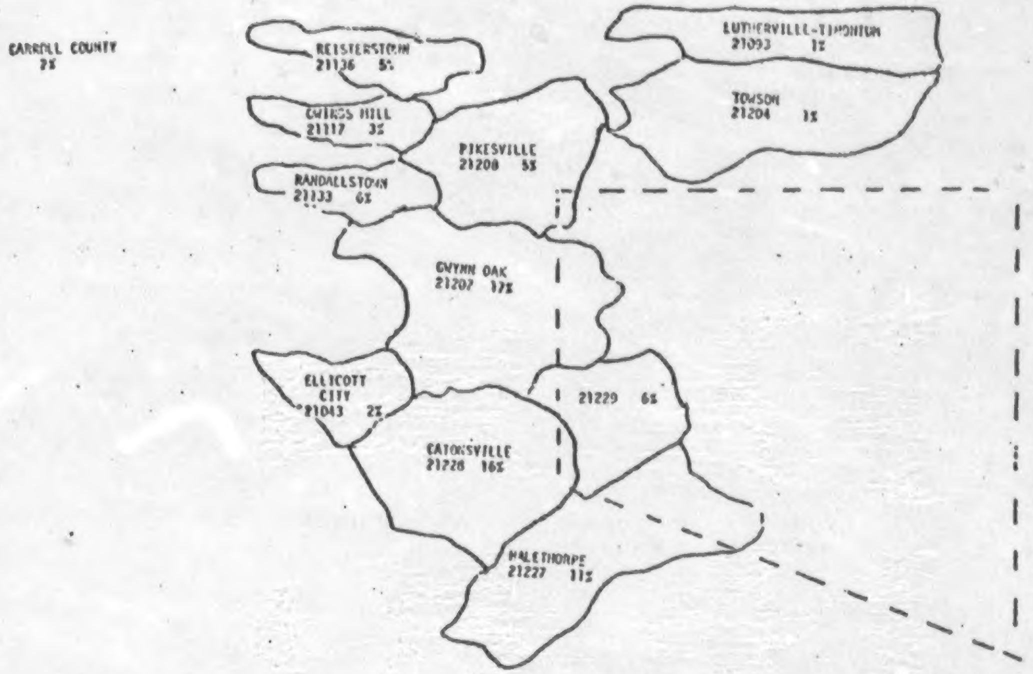
	PRIMARY			SECONDARY		
	Male %	Female %	Total %	Male %	Female %	Total %
1. Obtain AA degree before transfer to four-year school	37	24	30	17	16	16.4
2. Obtain some college credits before transfer to four-year school	10	10	10	16.5	15.4	16
3. Take AA degree to gain employment in new field	22	28	25	16.5	17.3	17
4. Get vocational training without AA degree	5	4	5	11	8	9.3
5. Expand or improve present job skills	19	20	19	21	19.3	20
6/ 7. Complete some college courses for personal interest. Increase understanding of environment	5	11	8	17	22	20
8. Obtain college credits while finishing high school	2	3	3	1	2	1.3

HIGH SCHOOLS ATTENDED

	New & Transfer	Returning	Total
Catonsville	5%	8%	7%
Lansdowne	3%	5%	4%
Milford Mill	3%	3%	3.2%
Randallstown	3%	3%	3%
Woodlawn	6%	6%	6%
Other, Baltimore City and County	45%	46%	46%
Other Maryland	8%	7%	7.4%
Out-of-State	13%	12%	12%
G.E.D.	5%	3%	4%
Unknown	9%	7%	7.4%
	100%	100%	100%

RESIDENCE

	New & Transfer	Returning	Total
Baltimore County	27.87	47.67	75.54%
Other, Maryland	9.92%	14.30%	24.23%
Out-of-State	.10%	.06%	.16%
Out-of-Country	.03%	.04%	.07%
TOTAL	37.92	62.07	100%


CARROLL COUNTY
2%
REISTERSTOWN
21136 5%
OWINGS MILL
21117 3%
RANDALLSTOWN
21133 6%
PIKESVILLE
21208 5%
LUTHERVILLE-TIMONIUM
21093 1%
TOWSON
21204 1%
GWYNN OAK
21207 17%
ELLICOTT
CITY
21043 2%
21229 6%
CATONSVILLE
21228 16%
HALETHORPE
21227 11%

Of all students attending Catonsville Community College Main Campus and Northwest Center:

75.5% RESIDE IN BALTIMORE COUNTY
73% RESIDE IN ZIPCODE AREAS INDICATED
2% RESIDE IN CARROLL COUNTY

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